

CANADIAN EDITION

The  
**PUPILS'**  
OWN VOCABULARY  
**SPELLER**

BOOK

**2**

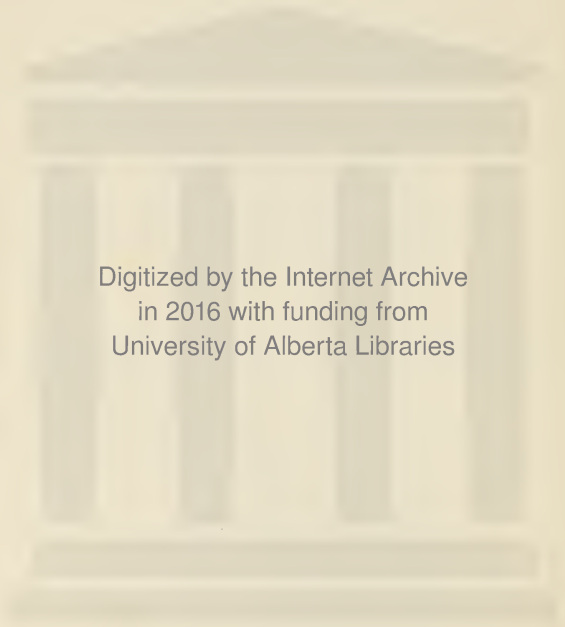
GATES • RINSLAND • SARTORIUS • PEARDON



EX LIBRIS  
UNIVERSITATIS  
ALBERTÆNSIS

---

Leighton  
Baron



Digitized by the Internet Archive  
in 2016 with funding from  
University of Alberta Libraries







# THE PUPILS' OWN Vocabulary Speller

CANADIAN EDITION

Grade IV

*By*

ARTHUR I. GATES  
HENRY D. RINSLAND  
INA C. SARTORIUS  
CELESTE COMEGYS PEARDON

*Illustrated by*  
Mary Highsmith

*Authorized in Alberta: permissively authorized in Saskatchewan*

---

TORONTO  
THE MACMILLAN COMPANY  
OF CANADA LIMITED

COPYRIGHT, CANADA, 1947

By

THE MACMILLAN COMPANY OF CANADA LIMITED

All rights reserved—no part of this book may be reproduced in any form without permission in writing from the publisher.

Mimeographing or reproducing mechanically in any other way passages from this book without the written permission of the publisher is an infringement of the copyright law.

PRINTED IN CANADA

By Le Soleil Limitée, Québec.

UNIVERSITY LIBRARY  
UNIVERSITY OF ALBERTA

## To the Teacher

*The Pupils' Own Vocabulary Spellers* introduce many innovations which will make the teaching of spelling simpler, more satisfying, and more fruitful. The nature and purposes of the new programme provided in these spellers are fully explained in the *Teachers' Manual*, which the teacher is urged to study carefully.

**The Vocabulary.** This series is based upon the most recent, the most extensive, and the most valid count of words used by pupils in their writing in Grades I-VIII. This investigation by Henry D. Rinsland, published in 1944 by The Macmillan Company, made it possible to determine as never before the relative importance of each of the thousands of words used in Grade VI. The 408 most important words are introduced in the 34 basal weekly lessons. Each of these words is very thoroughly taught.

A group of 189 words of less importance, called "Your Extra Words", is listed on pages 90 and 91, in the order of their importance. The extra words are also included in the dictionary, pages 95-126, where they are starred. They should be learned from the dictionary, where their pronunciation and meaning are given, whenever pupils have time for them during the year. This plan of having basal words and extra words gives the most important words the most emphasis, makes effective adjustment to individual differences in ability to learn, enables the slower learners to enjoy the satisfaction of mastering the shorter basal weekly lists, and provides the means of teaching pupils to learn to spell words largely by themselves. It is further suggested that the teacher encourage each pupil to keep a list of words learned *entirely* by himself. The extra-word programme bridges the gap between the thoroughly supervised learning of the basal list and the independent learning of one's "very own words". Thus, independent spelling ability — the major objective of instruction — is achieved. (Section 2 of the *Teachers' Manual* gives a complete explanation of this phase of the programme.)



**The Method of Study.** These spellers introduce a simpler and more efficient method of studying a word. It is based on investigations conducted by Arthur I. Gates and David H. Russell which showed that the typical many-step technique was unnecessarily elaborate and slow for the good spellers and too complex and confusing for the poor spellers. The method recommended in these spellers contains few steps and yet provides everything needed. It is fully explained in Section 3 of the manual.

**The Weekly Programme.** The pupil first reads the spelling words in a simple, interesting story by Celeste Comegys Pearson. He then examines each word in the spelling list and rereads the story. Then he writes the words which appear in the same order in the story as in the list. The next step is a thorough study of them in the "Know Your Words" programme, which is planned to give the pupil an enriched understanding of each word, as well as to teach him to employ the most useful general and specific clues in mastering its spelling. (See page 17, for example.)

The third step is a test of spelling. A special feature of this series is the suggestion of a context completion test, which removes any uncertainty as to which word the teacher has said and carries forward the word-meaning enrichment programme. (See page 18, for example.) Following the test comes the correction of the words, a study of the errors, and a restudy of the words missed. Sections 7 and 8 of the manual give suggestions for making this diagnosis and restudy highly valuable.

The last step is the final weekly test. Words missed on this final test should be recorded correctly in the pupil's notebook. At the time of the final test the following week, the pupil is again tested on these words, after having reviewed them.

**The Dictionary.** Extensive use should be made of the dictionary. The pronunciation and meaning of each word should be looked up — on the first day if possible — and referred to as often as necessary. Although the "Know Your Words" programme introduces the basic skills of dictionary use, the teacher should extend and enrich these experiences. She should take advantage of every occasion when reference to the dictionary would be helpful.

**The Word-Enrichment and Generalization Programmes.** These spellers embody a most carefully worked-out programme for enriching the child's vocabulary and increasing his ability to spell by "thinking" and utilizing every really useful spelling convention, rule, and habit tendency. The word-meaning enrichment programme is based on the *Rinsland Semantic Study* — an extensive count of the frequency, grade by grade, of every meaning of every word used by children in their own compositions. The generalization programme is based on a series of extensive studies by Gates and his students. (See the *Teachers' Manual*, Sections 4, 6 and 10.) The entire programme is designed to make the child an intelligent, versatile, and independent speller as rapidly as possible.

**Aids to Learning Specific Words.** These spellers help the pupil to locate and utilize the most useful specific aids for mastering the spelling of each individual word. Based largely on Gates' monograph, *A List of Spelling Difficulties in 3876 Words*, these exercises go to the heart of the major difficulty in each word without guess work. This programme is explained in Section 7 of the manual.

**The Problem of Reviews.** Since only the words children use are taught in this series, there is less need for formal review than in other series. An individualized review plan is provided, whereby each child reviews only the words he himself has missed. The authors advocate a vigorous investigation of the individual child's difficulty, rather than repeated, mechanical reviews. The teacher is urged to read the discussion of review in Section 8 of the manual.

**Pre-tests and Final Tests.** A pre-test, half-year test, or final test may be made up by choosing at random one or more words from each of the 34 lessons. A random sampling of words from the extra-word list may also be used for periodic tests. For suggested use of test results see Section 9 of the manual.

The Authors.

## Your Progress Chart

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Make a progress chart like the one above in your "Word Book". You will have to make it for 34 weeks. Your teacher will help you.

1	2	3	4	5	6	7
12	12	12	12	12	12	12
11	11	11	11	11	11	11
10	10	10	10	10	10	10
9	9	9	9	9	9	9
8	8	8	8	8	8	8
7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1

### How to Mark Your Progress Chart

The bottom chart shows how to mark your chart at the top of the page. If you spelled 10 words right the first week, draw a circle around 10. If you spelled 11 words right the second week, draw a circle around 11 and draw a line between 10 and 11.

Each week draw a circle around the number of new words you spelled right on your Friday test and draw a line from last week's number. Try to reach the top and stay there.

## **GRADE IV**

## Alternative Spelling

If your teacher so advises, you may use this spelling of the words listed below. The page numbers refer to the page on which the word appears.

### Grade IV

center	91
favorite	34
good-by	28
living room	91
neighbor's	90
plow	91

### Grade V

ax	36
dining room	64
favor	56
honor	36
neighborhood	64
pajamas	50
theater	38

### Grade VI

honorable	85
labor	70
mold	85
neighbor	84
woolen	82



# How to Use Your Book

## *First Day.*   **See Your Words.**

Read the story. As your teacher says each new word, look at it carefully and say it after her. Find each new word in the story, see how it is used and write it on your paper.

## *Second Day.*   **Know Your Words.**

Do everything under "Know Your Words". You will enjoy using your new words. Before you write each word, look at it carefully in the list of new words. Be sure to spell it right.

In the spelling dictionary on pages 95-126 you will find all of your new words for each week. The words are in alphabetical order. After each word you are told how to pronounce it and what it means. If you are not sure how to pronounce or use a word, look it up in your dictionary. You will find a key to the pronunciation of the words on page 95 and at the bottom of each page after that. Your teacher will help you learn to use your dictionary.

## *Third Day.*   **Write Your Words.**

Number your paper for as many words as there are in your week's lesson. Write each word as your teacher says it in a sentence. Be sure to use your best writing and to spell each word correctly. Your teacher will help you find the words you missed. Cross out each mis-spelled word and write it just as it is in your book. Be sure to save your paper to use tomorrow.

#### *Fourth Day.*    **Study Your Words.**

Study the words you missed yesterday and review the words you missed last week. This is how to study them:

1. Look at the first word you missed and say it to yourself. If it has more than one part, or syllable, say it again, one syllable at a time. Look at each syllable as you say it.

2. Look at the letters and say each one. If the word has more than one syllable, divide the letters into syllables when you say them.

3. Write the word without looking at your book.

4. Now look at your book and see if you spelled the word correctly. If you did, write it again and then look at your book again. Do this once more.

5. If you did not spell the word right, see which letters you missed. Go through 1 and 2 again, looking very carefully at the letters you missed. Then do 3 and 4 again, until you have written the word correctly three times without missing.

6. Study each word you missed in this same way.

Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary, or some of your own words of which you should make a list. Your teacher will tell you about this. Study these in the same way as the words you missed.

*Fifth Day.*    **Write Your Words Again.**

Number your paper for as many words as there are in your lesson. Write each word carefully as your teacher says it. She will help you find the words you missed. Cross out each mis-spelled word and write it the way it is in your book. On your progress chart in your Word Book mark the number you spelled right. Your teacher will show you how to make a Progress Chart. (See p. 8.)

Write the words you missed in your Word Book, which your teacher will help you make. If you learned some extra words or some of your own words, write them there, too. At the end of your lesson add any of your extra words or your own words that you missed. If you missed any of last week's words again, write them in your Word Book. Review them when you have time. Some time your teacher will test you on them.

There are a few words which may be spelled in two ways, both of which are considered to be correct. One way is given in your lessons, or in "Your Extra Words". These are marked with a dagger. The other is shown in a list on page 10.

This list includes words taught in this Series, for which there are alternative spellings. Your teacher will help you to choose your way of spelling such words. Remember always to use the one you select.







*To the Teacher: Below is given in detail a full week's work on the first group of words in this book. It is suggested that the same procedure be followed in subsequent weeks.*



## At the Toy Shop

Peggy Jo and I love shopping—not just going to the market with Mother and buying a pound of meat and five pounds of potatoes. We love going to the big stores that sell things which cost a great deal. I don't care if I have not a penny in my pocket—I can just look!



So we were very excited when our rich aunt took us to the big toy shop. Never in my whole life had I seen such bicycles, such wagons, such guns, such doll houses, such dolls! We hung over the dolls. Peggy Jo held one of the largest dolls. As she was putting it back, it slid to the floor and broke into many pieces.

Our aunt had to pay for the doll. It must have cost a great many dollars and cents, but she said nothing. Peggy Jo cried all the way home!

## See Your Words

1. Read the story. Look at your new words and say them.

2. Find each new word in the story and write it on your paper:

**market**  
**pounds**  
**sell**

**cost**  
**penny**  
**pocket**

**rich**  
**shop**  
**life**

**pay**  
**dollars**  
**cents**

## Know Your Words

1. On your paper write **cost**, **life**, and **rich**. Then write the letters of the alphabet. You will see that these words are written in alphabetical order.

Write the new words that begin with **s**. Now look at the second letter of each word and write them in alphabetical order.

Write **pocket**, **pay**, and **penny** in alphabetical order. After them write **pounds**. The first two letters in **pocket** and **pounds** are the same. Look at the third letter and decide how to put them in alphabetical order. Did you write them in that order? Make sure that you did by finding them in the alphabetical dictionary on pages 95-126.

2. Write the words with the double letters **ll** and **nn** in them.

3. On your paper write **dollar**. Now add **s** to **dollar**. **Dollars** means more than one dollar. **Dollars** is called the **plural of dollar**. Write the plurals of

these words by adding **s**: **cent**, **pound**, **pocket**, **shop**, and **market**.

4. Say **cost** and **cents** softly to yourself and notice how the **c** sounds in each. In **cost** the **c** is like the **k** in **keep**. This is called **hard c**. Write **cost** and after it write **hard c**. In **cents** the **c** is like the **s** in **see** and is called **soft c**. Write **cents** and after it write **soft c**.

5. Write these words, filling in the missing hard spots: **p—**, **p—nds**, **po—et**, **pe—**, **c—st**, **doll—rs**, **—ents**, **mark—**, **sh—p**, **s—ll**, **ri—**, **li—**.

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Mother gave me fifty \_\_\_\_\_ to buy some things at the store.
2. Did you \_\_\_\_\_ attention when she told you what to buy?
3. We like to \_\_\_\_\_ in the big stores when we go to the city.
4. Have you ever bought any meat in the meat \_\_\_\_\_?
5. My aunt has lived in the same house all her \_\_\_\_\_.
6. The people who live in that beautiful big house must be \_\_\_\_\_.
7. Last week I weighed eighty-one and a half \_\_\_\_\_.

8. What kind of candy did you buy with that \_\_\_\_\_ I gave you?
  9. How much did your new coat and hat \_\_\_\_\_?
  10. I always keep a handkerchief in my \_\_\_\_\_.
  11. Did the farmer \_\_\_\_\_ your father any chickens?
  12. Daddy paid twelve \_\_\_\_\_ for the chickens he bought.
- 2.** Cross out the words you missed and write them the way they are in your book.

## Study Your Words

**1.** Study the words you missed yesterday. You are told how to study them on the page called "How to Use Your Book", under "Fourth Day". This comes just before lesson 1.

**2.** Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary on pages 95-126 or some of your own words, if you have any.

## Write Your Words Again

**1.** On a piece of paper write your new words as your teacher says them.

**2.** If you learned some extra words or some of your own words, write them, too.

**3.** Write the words you missed today in your Word Book. Spell them correctly.



## Months and Days

Do you know how the twelve months and seven days got their names? In the early Roman times March was the first month. September, October, November, and December came from words meaning **seven**, **eight**, **nine**, and **ten**. When Julius Caesar was the Roman ruler, he made the year begin with January. July was named for him, and August for Augustus.

January was named for the Roman god, Janus, and February, for a Roman feast. March was named for the god of war, Mars. No one is sure where April, May, and June came from.

Some of these names are so long that they have short forms. What months do **Sept.**, **Oct.**, **Nov.**, **Dec.**, **Jan.**, and **Feb.** stand for?

Our words for the days of the week came from the early English, or Anglo-Saxons. Like the Romans, they named the days for the sun, moon, and planets, but they used the names of their own gods in place of the Roman gods. Sunday and Monday were for the sun and moon. Tuesday, Wednesday, Thursday, Friday, and Saturday came from the Anglo-Saxon names for the planets.

---

<b>twelve</b>	<b>Oct.</b>	<b>Jan.</b>	<b>Tuesday</b>
<b>February</b>	<b>Nov.</b>	<b>Feb.</b>	<b>Wednesday</b>
<b>April</b>	<b>Dec.</b>	<b>Monday</b>	<b>Thursday</b>

---



## Know Your Words

1. Write the letters of the alphabet on your paper.

What letter comes after **l**? Write the day of the week that begins with that letter. Be sure to begin the days of the week with capital letters.

What letter comes before **u**? Write two days beginning with this letter.

What letter comes after **v**? Write the day of the week that begins with that letter.

2. **Feb.** is a short way to write **February**. The short form of a word is called an **abbreviation**. Always put a period after an abbreviation.

The months of the year and their abbreviations always begin with capital letters. Write **February** and its abbreviation.

3. Write the abbreviations for these months:

**October      November      December      January**

4. Write the spring month that begins with the first letter of the alphabet.

5. Write the word that tells the number of months there are in the year.

6. Write the words that end with the little word **day**.

7. Write the abbreviation for the month in which Hallowe'en and Thanksgiving come.

8. Write these words on your paper, filling in the missing letters. The letters that are left out are the hard spots: **Ap--1, M--day, T--sday, We-n-sday, Th--sday, J--., D--., F-b., twel--., Feb--ry.**



## The Ghost Party

Bob Burton was excited when he got to Johnny White's Hallowe'en party. There was to be a ghost hunt. Johnny told the boys and girls to start at once to hunt for the ghost.

The house was almost dark, lighted only by candles. "I wonder where it could be?" thought Bob, as the other boys started upstairs. "I believe I might try the cellar!"



He felt very grown up and brave going down the cellar stairs alone. In one corner lay an old trunk. Bob stood still to listen. Not a sound. He came closer. He started to raise the top of the trunk. Inside he saw a white form with shining eyes!

Bob was scared. He screamed and raced up the cellar stairs. Behind him came the ghost, which dropped its white covering. There stood Johnny's big brother!

---

ghost	grown	trunk	form
wonder	stairs	listen	scared
believe	lay	raise	dropped

---

## Know Your Words

1. Make new words from old:

- a. Add **n** to **grow**. Write these sentences, using **grow** or **grown** in each:

The corn will — fast in June.

This corn was — in our garden.

- b. Double the **p** and add **ed** to **drop**. Write these sentences, using **drop** and **dropped** in each:

The nuts will — when they are ripe.

Some nuts have already —.

2. Write the words that begin with **be**, **for**, **st**, **tr**, and **gh**.

3. Write the word that ends with **er**.

4. Write two words ending with silent **e**.

5. Write two words ending with **ed**.

6. Write these words in alphabetical order:

**listen ghost lay grown stairs scared**

7. The letter **a** comes before **b** in the alphabet, and **c** comes after **b**. Write the letters **c**, **h**, **l**, **o**, **q**, and **t**, leaving a space before and after each. In front of each letter write the letter that comes before it in the alphabet. After each letter write the letter that follows it in the alphabet.

8. Write these sentences, putting **lay** or **laid** in each:

a. We ——— our books there two hours ago.

b. We ——— down and went to sleep.

9. Write these words, filling in the missing hard spots: **g—st**, **gro—n**, **w—nder**, **tr—nk**, **bel—ve**, **la—**, **l—s—en**, **f—m**, **dro—ed**, **st—rs**, **scar—d**, **r—se**.



## Doctor Owl

The wise old owl was the doctor who took care of most of the little animals in the forest. One evening as he sat at the door of his tree house, a lady squirrel climbed slowly up toward him. "Hello!" cried Doctor Owl. "What brings you here?"

The squirrel seated herself on a branch of the tree and said in a sad voice, "I'm ill, Doctor, very ill."

"Is that so? And where do you feel sick—head or body?"

"Body," said the squirrel. "It's my heart, Doctor. I'm nearly dead!"

The wise old owl laughed to himself and thought, "Nothing the matter with that heart—just been filling herself too full of nuts!" Out loud Doctor Owl said, "Well, I'll give you a bottle of something that will fix that in short order." He brought out a brown bottle. "This will cost you three mice."

"I'll be dead before I can ever pay for it, Doctor," said the lady squirrel as she carried the bottle slowly down the tree trunk. But on each of the next three evenings a dead mouse was laid at old Doctor Owl's door.

---

owl  
doctor  
lady

squirrel  
hello  
ill

body  
heart  
dead

bottle  
mouse  
laid

---

# Know Your Words

1. Write the new word that means:

- |                                 |            |
|---------------------------------|------------|
| a. part of the body             | c. a bird  |
| b. the opposite of <b>alive</b> | d. a woman |

2. Write two words for animals that have four legs.

3. Write in alphabetical order the words that begin with **d**. Remember to look at the second letter in each word. Write in alphabetical order the words that begin with **b**, **h**, and **l**. Look at the third letter in each word. Check the order by finding the words in the alphabetical dictionary at the end of your book.

4. The letters **a**, **e**, **i**, **o**, and **u** are called **vowels**. A long mark over a vowel (ˉ) shows that the vowel has a long sound, like the **a** in **tāke**. A short mark (˘) shows that the vowel has a short sound, like the **a** in **căp**.

Write the words in the two columns below, putting the long and short marks over the vowels. Do not mark silent **e**.

## Long Vowels

ā take

ē eve

ī hide

ō show

ū use

## Short Vowels

ă cap

ĕ ten

ĭ hid

ŏ shot

ŭ up

Now write these new words and mark the long and short vowels: **lady**, **hello**, **ill**.

5. Write these words, putting in the missing hard spots: **sq--rrel**, **o--**, **i--**, **h--rt**, **he--o**, **bo-y**, **bo--e**, **d--d**, **do-t-r**, **l--d**, **lad-**, **m--se**.



## The House on Grand Street

Strange and lonesome, the big house on Grand Street was always an interesting place to me. One day Mother and I were taken into it by a man from the bank. The house was to be sold.



It was beautiful inside, with thick rugs and fine furniture upstairs and downstairs. Dirt was everywhere, but otherwise the house looked as if people had lived in it only yesterday. Some dishes and a glass or two were still on the table, and beside a big chair was an old newspaper.

Upstairs, clothes were laid out in the father's and mother's room. Toys and a broken doll lay on the floor in the little sister's room. A sewing basket and a rocking chair told which was the grandmother's room.

What had happened, to take this family away so suddenly? Surely it must have been something sad. I felt sad myself as I walked out on Grand Street again.

---

taken	upstairs	clothes	broken
sold	downstairs	father's	sister's
furniture	glass	mother's	grandmother's

---

## Know Your Words

1. An apostrophe before **s** ('s) usually means that something belongs to someone. We say that it **shows possession**. Write the four new words that show possession.

2. Make new words from old by adding:

a. **up** and **down** to **stairs**.

b. **n** to **broke** and **take**.

3. Write **clothes**, **sold**, and **broken** and mark the **o** in each word with a long ( - ) or short ( ^ ) mark, whichever is right. Now write **taken** and mark the **a** with the mark that shows its sound.

4. Write in alphabetical order the words that begin with **f**, **g**, and **s**. Check yourself by finding the order of these words in your alphabetical dictionary.

5. The word **upstairs** has two parts: **up** and **stairs**. Write it with a space between the two parts, like this: **up stairs**.

Each part of a word is called a syllable. Write in syllables these words: **taken**, **downstairs**, **sister's**, **broken**. Find these words in your dictionary and see if you divided them in the right places.

6. Write the word that sometimes means:

a. chairs and tables      b. dresses and coats

c. something to drink from

7. Write these words, putting in the missing hard spots: **mo—er's**, **tak—**, **fath—'s**, **furni—**, **gla—**, **gra—mother's**, **si—er's**, **s—d**, **upst—rs**, **br—**, **clo—**, **d—nst—rs**.





## Gold

Just about one hundred years ago the exciting news reached the East that gold had been discovered on the west coast. People went wild. Their heads were filled with dreams of gold, and they felt they would use any means to get there at once.

Several parties were made up in Ontario and Quebec to travel to British Columbia. A great number of people left their homes and said good-bye to their friends. They met at St. Paul, and from there took the stage to Georgetown on the Red River. From there a steamer took them to Fort Garry.

Here they had to begin the trail across the prairies, which had to be followed by ox-cart and on foot. It was a long, slow journey. When the prairies were passed, there were still the Rockies to be crossed. The travellers ran short of food during the trip, and many men and animals were lost in the wild rivers.

The party got there finally, but many of the people did not find any gold. Instead, they made their living by opening stores, building houses and working farms.

---

<b>gold</b>	<b>filled</b>	<b>number</b>	<b>followed</b>
<b>west</b>	<b>means</b>	<b>good-bye†</b>	<b>during</b>
<b>coast</b>	<b>travel</b>	<b>begin</b>	<b>instead</b>

---



## Know Your Words

1. Write all the new words in alphabetical order. Be sure to notice the second and third letters when you need to.

2. Some words have only one part, or **syllable**. Write the five new words which have only one syllable. Each of the other seven words has two syllables. Write each one, leaving a space between the two syllables. Find each word in your dictionary and see if you divided it in the right place.

3. Make new words from old:

a. Change **a** to **i** in **began**. Now write these sentences, using **begin** and **began**:

The man will — to build the house tomorrow.

The man — to build the house yesterday.

b. Add **ed** to **follow** and **fill**. Write **followed** and **filled** in these sentences:

The dog — the boy home.

Mary — the basket with apples.

4. Write **good-bye**, using a **hyphen** between **good** and **bye**.

5. Write the word that means:

a. a direction

e. a way

b. the land along the ocean

f. a valuable metal

c. to go on a trip

g. in place of

d. a figure, such as **1, 2, 3**

h. in the time of

6. Write your new words, filling in the missing hard spots: **w—st**, **c—st**, **d—ing**, **fo—owed**, **fi—**, **go—**, **inst—d**, **beg—n**, **m—ns**, **trav—**, **n—ber**.



## Homing Pigeons

Thousands of “feathered soldiers”—the homing pigeons—belong to the army. They are very important because they are able to carry messages written on pieces of paper about two inches long, tied to their feet. No matter how long or short a distance from home they are taken, the minute they are free, homing pigeons fly straight back.

Homing pigeons are often carried in army airplanes. If the plane falls into the sea, or lands in some far away place, the homing pigeons will carry back a call for help. You can see how useful these birds are to men who are in trouble.

Setting these pigeons free from a fast-travelling airplane is not easy. You could hardly open the door and just let the birds out. The strong wind would drive them back against the plane. Instead, the pigeons are placed in cages and dropped. When each cage is about ten thousand feet above the ground, the door opens by itself. The pigeons beat their wings, turn about, and start for home.

---

<b>soldiers</b>	<b>able</b>	<b>free</b>	<b>drive</b>
<b>pigeons</b>	<b>inches</b>	<b>straight</b>	<b>cage</b>
<b>army</b>	<b>short</b>	<b>strong</b>	<b>wings</b>

---

## Know Your Words



1. The **a** in **able** is long. Write **able** and **cage** and mark the **a** in each. Write **pigeons**, **wings**, and **inches** and mark the short **i** in each.

2. Write the plural by adding **s** to: **pigeon**, **soldier**, and **wing**.

3. Write **free**. This is a word of one syllable. Write six other words having only one syllable.

Write **army** and **able** to show that they have two syllables, like this: **ar my**, **a ble**.

4. Write **cage**, **drive**, and **straight**. The **e** in **cage** and **drive** is not heard. The **igh** in **straight** is not heard. These letters are **silent**. Draw lines through the silent letters, like this: **cage**, **drive**, **straight**.

5. Write in alphabetical order the four words that begin with **s**. You will need to look at the fourth letter in **strong** and **straight**. Look up these four words in your dictionary to see if they are in the right order.

6. Write the word beginning with the little word **in**.

7. Write the word with double **e** in it.

8. Write these words, putting in the missing hard spots: **pig—ns**, **sol—rs**, **strai—t**, **st—g**, **sh—t**, **dr—v—**, **.w—gs**, **ab—**, **ar—**, **inch—**, **fr—**, **ca—**.



## A Letter from Camp

Dear Uncle Tom:

I thought you would like to hear how I am getting along at camp. Well, it's fine. There are about sixty boys here, and we sleep in tents, two boys to each tent. It's a good thing that the food is good, because I feel hungry all the time. We swim in the lake early in the morning, and we play games and go on hikes in the afternoon.

Yesterday something funny happened. Bob Jones, the other boy in my tent, was trying to climb an old apple tree. He tore a hole in his pants going up, and then his foot caught between two branches and he couldn't get down. The lunch bell rang, and there was Bob stuck in the tree! Finally one of the boys got a pole and poked at Bob's shoe until it was free. But Bob said his foot hurt too much to climb down. So the other boy leaned the pole firmly against the tree, and Bob slid down. I wish I could paint you a picture of Bob sliding down the pole.

Sincerely,

Jack

P.S. One boy's father came up last week and started a singing club. Now we sing each night. J.

---

tents  
feel  
climb

pants  
stuck  
pole

slid  
paint  
sincerely

P.S.  
boy's  
club

---

## Know Your Words

1. Write the words that rhyme with **wheel**, **hole**, and **truck**.

2. Write **pole** and **sincerely** and mark the long vowels. Write these words and mark the short vowels: **club**, **pants**, **slid**, **tents**.

3. Write **climb**. The **b** is silent. Draw a line through the **b**, like this: **climb/**.

4. **P.S.** is the abbreviation for **postscript**. Look in your dictionary to find out what **postscript** means. Write **P.S.**, using capital letters and periods.

5. Write the word with an apostrophe. This apostrophe shows possession. Write **boy's** in this sentence, remembering to begin the sentence with a capital and end it with a period.

That — shirt has blue stripes.

6. On your paper write the letters of the alphabet. Cross out the five vowels, **a**, **e**, **i**, **o**, **u**. All the other letters are called **consonants**. Two of them, **w** and **y**, are sometimes vowels and sometimes consonants.

Write the seven words that begin with these consonants: **b**, **f**, **p**, and **t**.

7. Write in alphabetical order the five words that begin with **c** and **s**. Be sure to look at the third letter of the words beginning with **cl**. Find the words in your dictionary and see if you have them in the right order.

8. Write these words, putting in the missing hard spots: **cl-b**, **clim-**, **pol-**, **p--nt**, **boy-s**, **stu--**, **t---s**, **f---**, **sincer---**, **sl-d**, **p-nts**, **P-S-**



## Waiting for the Band Leader

The pupils of the fourth grade had a band, and a very good band it was, too. They were invited to play one evening in the high-school auditorium. Tommy Winters was the leader. He was a great favourite among the children, and with the teachers as well. When the clock said eight and everybody was there except Tommy, people grew excited. The band was to start playing at eight fifteen! Where was Tommy?



Tommy was in a bus about ten blocks away. At first the man drove the bus fast. Then he began to drive more slowly. Finally he stopped and got out. "Something's loose in the steering wheel," he said, "and it has to be fixed before we can go on."

At just fourteen minutes after eight, Tommy walked in, shook his teacher's hand, laughed, and raised his little stick. The band began to play!

pupils  
band  
invited

auditorium  
favourite†  
clock

everybody  
grew  
bus

blocks  
wheel  
teacher's



## Know Your Words

1. Write the word that shows possession. Be sure to put an apostrophe before the **s**.

2. Write the word that means:

- a. children in school
- c. something to ride in
- b. something that tells time
- d. a room for meetings
- e. a person or thing that is liked best of all

3. Write the word that means either:

- a. small parts of a city, or
- b. pieces of wood.

4. Write **pupils** and **bus** and mark the longer short **u** in each word. If you are not sure about these sounds, turn to page 25.

5. Make new words from old by:

- a. Writing **b** before **and**.
- b. Adding **body** to **every**.
- c. Adding **s** to **block** and **pupil**.
- d. Adding **d** to **invite**.
- e. Adding **'s** to **teacher**.
- f. Changing **o** to **e** in **grow**.

6. Write **grew** and **grow** in these sentences, beginning each one with a capital and ending it with a period:

- a. The corn will — in the spring.
- b. The corn — tall after the rain.

7. Write the words that begin with **wh** and **in**.

8. Write these words, putting in the missing hard spots: **b--nd**, **bl---**, **pup--s**, **t--cher's**, **cl---**, **bu-**, **favour-t-**, **w-eel**, **-nvited**, **ever-body**, **gr-w**, **a-ditor--m**.

## A Cold Winter Night

It was still snowing. All the brown earth was covered with a blanket of snow. Mr. Martin shook the snow off his boots and set them by the fireplace to dry. Then he settled in an easy chair and drew close to the fire.

He was cold after driving the team out from town. It was no night for even a dog to be out! A dog's bone should be given to him by the fire on a night like this, he thought. The cattle were warm, anyway.



Just then Mr. Martin looked up and saw his wife coming through the door, a pan of hot sugar cookies in her hand. As he ate, he said, "Mary, if I could write a poem, I wouldn't write about winter coming and the crops all being in, or about white snow and a warm fire in the stove! I'd write a poem about your sugar cookies, hot out of the oven!"

earth  
fireplace  
team

even  
dog's  
bone

cattle  
wife  
pan

cookies  
poem  
stove



## Know Your Words

1. Make new words from old:

- a. Add **place** to **fire**.
- b. Write **p** before **an**.
- c. Make plurals by adding **s** to **bone**, **team**, **stove**, **pan**, and **poem**.
- d. Make the plural of **cook**y by changing the **y** to **i** and adding **es**.

2. Write the word that means:

- a. a number of cows
- c. part of the body
- b. the world
- d. two horses working together

3. Write the word that shows possession, using 's.

4. Write **pan**, **bone**, and **wife** and mark the long and short vowels. Draw a line through each silent **e**.

5. Write **poem**. Find it in your dictionary. To the right of **poem** you are told how to say it. You will see that the **o** is long and the **e** is short. Notice that there are two syllables. Say the word to yourself, making the second syllable softer than the first.

Write **poem** again, showing the two syllables and the long and short vowels.

6. Write in alphabetical order the words that begin with **c**, **d**, and **e**.

7. Write **cattle** and **fireplace**. The **c** in **cattle** is hard because it sounds like **k**. The **c** in **fireplace** is soft because it sounds like **s**. Write **hard c** and **soft c** beside the right words.

8. Write these words, filling in the missing hard spots: --rth, ev-n, t--m, wif-, ca----, cook--s, b-n-, dog-s, p-n, p--m, stov-, f-r-plac-.



## Canals and Boats

More than a hundred years ago, before railroads really got started in the East, people decided to build canals for water travel. In 1817 the famous Erie Canal was built. Water for this big "ditch", as it was called, came in from every creek, brook, river, pond, and lake near by.

The kind of boat which was most used for carrying passengers had a flat bottom. Though the people could eat inside and each one could sleep in a cabin, they spent most of their time on the top deck. There they could look at the pleasant green fields, trees, bushes, and flowers, as the boat slid along slowly between the banks.

Canal boats were pulled by horses. Beside the canal ran a path, and here two horses walked, pulling the boat by means of a heavy rope. Men rode the horses and watched for boats coming toward them.

Since there was no fence along the side of the canal, anyone who stood too close was in danger of falling in and getting a ducking!

---

**build**  
**canals**  
**creek**

**bottom**  
**though**  
**cabin**

**bushes**  
**between**  
**beside**

**fence**  
**anyone**  
**stood**

---

## Know Your Words

1. Make new words from old:

- a. Add **es** to **bush** to make the plural. The letters **es** are added when it is not easy to say **s**. This happens after **s** and **sh** and some other letters. Write the plural of **dish** and **glass** by adding **es**.
- b. Add **one** to **any**.
- c. Write **be** before **side** and **cab** before **in**.
- d. Write the plural by adding **s** to **canal** and **fence**.

2. Write these sentences, using **stood** and **stand** in the blanks:

a. The man will have to \_ in the bus.

b. The man \_ in the bus yesterday.

3. Write **though** and put a long or short mark above the **o** to show its sound.

4. Write the word that means one stream of water and the word that means two or more streams of water.

5. Write the word that means:

a. the opposite of **top**      b. to make

c. something put around a piece of land

6. Put in alphabetical order the words starting with **a**, **b**, and **c**. Look at the third letter when you need to.

7. Write these words in syllables: **beside**, **bottom**, **between**, **stood**, and **though**. The last two have only one syllable. Look up the other three in your dictionary to see if you divided them right.

8. Write these words, filling in the missing hard spots: **ca--n**, **cr--k**, **f--nce**, **besi--**, **betw--n**, **b--hes**, **bott--**, **b--ld**, **st--d**, **th----**, **-nyone**, **--nals**.



## A Fairyland Battle

The New Year had come to fairyland, but it was not a happy New Year. A wicked giant had sent word that unless he were given half the fairies' treasure and half their land, he would make war on them.

At an early hour a brave little elf knocked at the castle gate and was brought before the fairy queen. She looked so lovely in her golden dress, with a golden crown upon her head! The elf told her his plan. All the elves, carrying spears, were to ride black flies and charge as soon as they met the wicked giant at the castle gates.

"Ha!" said the fairy queen hopefully. "Maybe we can win yet!"

About noon four wicked giants rode toward the castle wall. As they reached the gates, thousands upon thousands of black flies carrying elves flew out and settled upon them. The giants hit at the flies and tried to kill them, but the flies flew in great waves around them. Finally the giants turned and rode away, never again to return.

---

**fairyland**  
**giant**  
**war**

**hour**  
**knocked**  
**castle**

**golden**  
**charge**  
**met**

**ha**  
**maybe**  
**wall**

---

## Know Your Words

1. Make new words from old:

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| a. Add <b>land</b> to <b>fairy</b> . | c. Add <b>en</b> to <b>gold</b> .  |
| b. Add <b>be</b> to <b>may</b> .     | d. Add <b>ed</b> to <b>knock</b> . |

2. Write the word that means:

- |                                   |                              |
|-----------------------------------|------------------------------|
| a. did meet                       | d. a very large man          |
| b. to attack                      | e. the side of a room        |
| c. part of a day                  | f. a fight between countries |
| g. a large house made for defence |                              |

3. Look up **ha** in your dictionary to see how it may be used. Then write this sentence using it:

--, you're it.

Remember to begin the sentence with a capital and end it with a period.

4. When we alphabetize words, or put them in alphabetical order, we sometimes have to look at the fourth, fifth, or even later letters when the first ones are alike. Alphabetize these words: **hour, along, team, alone, learned, teacher, house, learning**.

If two words, like **look** and **looked**, are the same except that one has some extra letters at the end, the shorter one comes first. Alphabetize these words: **fairy, fairyland, knocked, knock, maybe, may**.

5. Drop the **e** in **charge** and add **ing**.

6. **Homonyms** sound the same but are spelled differently. Write **hour** and its homonym.

7. Write these words, putting in the missing hard spots: **ch----**, **w-r**, **w-ll**, **-o-r**, **g--nt**, **h-**, **gold--**, **-no--ed**, **m-t**, **ma-be**, **cas-le**, **f--r-l-nd**.



## Summer on a Swiss Mountain



When warm days mark the coming of summer, many Swiss farmers move their herds up the mountainside to spend a few months on green pastures in the high valleys.

At noon one day you may see a long line of cows, a calf or two, and some goats and kids, passing through the streets of a mountain village. The sounds of cow-bells ringing, of feet tapping on a wooden bridge, and of the voices of young men singing, are sweet in the clear air. Up and up climb the men and animals, until each farmer reaches his stone cabin, in one corner of his pasture.

All day long the boys and dogs mind the cows and the goats, while the men are busy making cheese and storing it away in their cool cellars. At the end of the summer the farmers hurry their animals down the mountainside—home again for the winter.

---

**mark**  
**Swiss**  
**noon**

**goats**  
**kids**  
**wooden**

**bridge**  
**singing**  
**mind**

**busy**  
**cheese**  
**cool**

---

## Know Your Words

1. Here are some of the ways in which capitals are used:

a. For the word **I**. Write **I**.

b. For the first and last names of people. Write **Jane** and **Mr. Gray**.

c. For days of the week, months, and holidays. Write **Wednesday**, **February**, and **Christmas**.

d. For the names of countries and the people who live in them. Write the new word that is the name of the people who live in Switzerland.

2. Write the word that means the opposite of **warm**.

3. Write the words that mean:

- |  |                           |
|--|---------------------------|
| a. young goats                             | d. animals that give milk |
| b. the middle of the day                   | e. working hard           |
| c. a food made from milk                   | f. to show, or a sign     |
| g. something on which we go over a river   |                           |
| h. to care for, or what we use in thinking |                           |

4. Write the plural of **goat** and **kid** by adding **s**.

5. Add **en** to **wood** and **ing** to **sing**.

6. Write in alphabetical order the words beginning with **b**, **c**, **m**, and **s**.

7. Write these words and mark long and short **i**:

**Swiss**      **mind**      **bridge**      **kids**

8. Write the three words that have double **o**.

9. Write these words, putting in the missing hard spots: **sin-ing**, **g--ts**, **-ids**, **ch--s-**, **c---**, **bri-ge**, **b--y**, **w--d-n**, **mi-d**, **ma--**, **n--n**, **Swi--**.





## Brave Young White Camel

Miles and miles of desert sand, no matter in what direction you looked—that was Young White Camel's home. As he walked by his mother's side, he would often meet a caravan. A long line of men and of gray camels with heavy loads on their backs would pass by. These slow-moving caravans were the only things to be seen going across the desert.

One morning Young White Camel saw his master's tents being taken up. The mother camel told him the master was going to take his herd of white camels to the oasis. The oasis, she told him, was a beautiful green spot where palm trees grew and water flowed. Young White Camel wanted to see it.

Young White Camel walked for a while with the others. Then he stopped awhile to rest, and soon he was left behind. He was not really frightened until a sudden sandstorm blew up. Then he wanted his mother. A little later his master rode back to look for him and found him nearly buried in the sand. Then Young White Camel was all right again.

---

<b>desert</b>	<b>pass</b>	<b>master</b>	<b>frightened</b>
<b>meet</b>	<b>heavy</b>	<b>oasis</b>	<b>nearly</b>
<b>camel</b>	<b>caravan</b>	<b>awhile</b>	<b>all right</b>

---



## Know Your Words

1. Write the word that is really two words. The first word is **all**. These two words are never written together. Find them in the story written as two words.

2. Make more words:

- a. Write **a** before **while**.
- c. Add **s** to **camel**.
- b. Add **ed** to **frighten**.
- d. Add **ly** to **near**.

3. Write the word that means:

- a. to go past
- b. to come together
- c. very dry land
- d. a watering place
- e. an animal of the desert
- f. the owner of an animal
- g. the opposite of **light**
- h. a group of travellers

4. Turn to any page in your dictionary. There are two words at the top of the page, one on the left and one on the right. These are called **guide words**. The word on the left is the first word on the page; the word on the right is the last on the page. These guide words will help you find any word in your dictionary.

Write the word that comes after **heart** in your dictionary. Write the word that comes before **awoke**.

5. Write **frightened**, **all'right**, and **awhile**, and put a long or short mark over the **i** in each.

6. Write **meat** and its homonym.

7. Divide **caravan** and **nearly** into syllables. Look them up in your dictionary to see if you are right.

8. Write these words, putting in the missing hard spots: **de-ert**, **cam--**, **fri--ten--**, **mas-er**, **m--t**, **aw-ile**, **h--vy**, **pa--**, **n---ly**, **all ri---**, **o-s-s**, **car-van**.



## Rain in the Jungle

The chief sat in his hut, the largest in the village. The thick roof over his head was made of leaves and grasses, which kept out the rain. Through the open door the chief could look across the wet jungle.

The rainy season had lasted too long. Now there was danger of a flood from the river. The natives of his village were frightened, but the chief had ordered a great feast of roast pig, fish, rice, and fruit prepared for them. Perhaps this would calm them.

He sat alone, waiting, his bow and arrow at his side, listening to the drums beating in the distance. The drums came closer. Now the chief saw his men marching toward him in the rain. The feast had to be held outdoors, even if it kept on raining. The men seated themselves in a circle while the food was being brought out. Suddenly the rain stopped.

The chief rose to speak. As he raised his arms, the sun burst through the clouds! A cry of joy went up from the natives. In that steaming, hot jungle they feasted happily, now that the danger was over.

---

**chief**  
**hut**  
**village**

**roof**  
**jungle**  
**rainy**

**flood**  
**natives**  
**feast**

**rice**  
**bow**  
**arrow**

---

## Know Your Words

1. Write the words that mean:

- |  |                                |
|--|--------------------------------|
| a. head man                                | e. a group of houses           |
| b. a special meal                          | f. the top of a house          |
| c. a small house                           | g. an overflow of water        |
| d. a food                                  | h. two things used in shooting |
| i. a word used in speaking of wet weather  |                                |
| j. land having many bushes and trees on it |                                |
| k. people born in a certain place          |                                |

2. Write the plural of these words by adding **s**: **native, chief, jungle, village, hut, bow, flood, arrow, feast, and roof.**

3. Write **rainy, chief, and feast**. After **rainy** write the long or short vowel sound of **ai**; after **chief**, the long or short sound of **ie**; and after **feast**, the long or short sound of **ea**. Mark the two words that have the same sound. If you are not sure of these sounds, turn to page 25. Look in your dictionary to see if you are right.

4. In your dictionary find the word **village**. After the first syllable you will see a little mark ( ' ) called an accent mark. It shows that the first syllable is said more loudly than the second. Divide **village** into syllables and put in the accent mark, like this: **vil'lage**.

Write these words in syllables and put in each accent mark: **jungle, arrow, rainy, and natives**. Then look in your dictionary to see if you are right.

5. Write these words, putting in the missing hard spots: **vi---ge, fl--d, f--st, ch--f, ar--ow, rain--**, **ro--**, **ri--**, **nati--s, b--**, **h--**, **j-ng--**.



## Pilgrims and Indians

Although the Pilgrims landed on the famous rock as early as November, it was March before they became friendly with any Indians.

Can you imagine their surprise when suddenly one morning an Indian walked all alone up to the door of a house and began to address the Pilgrims in their own language? True, it was rather broken English. He told them that his name was Samoset. He did not belong in those parts but was there only in order to fish.

The Indian was hungry, and so the Pilgrims gave him plenty to eat. Since he did not want to leave, they let him spend the night there, but they watched him all the time.

The next day Samoset told the Pilgrims about their neighbours to the south, who were angry with the English because some of the English had tricked them. Samoset finally went away, with presents in his arms. The Pilgrims must have been glad indeed to find one friendly Indian!

---

<b>Pilgrims</b>	<b>March</b>	<b>address</b>	<b>hungry</b>
<b>rock</b>	<b>friendly</b>	<b>language</b>	<b>angry</b>
<b>November</b>	<b>surprise</b>	<b>English</b>	<b>arms</b>

---

## Know Your Words

1. Write these new words, using capital letters:
  - a. The names of two months.
  - b. The name of the people who live in England, or the language we speak.
  - c. The name of a little band of people who landed in America over three hundred years ago.



2. Write the word that has two sets of double letters. Write it again to show the syllables and the accent mark. This word is often accented on the wrong syllable. Check yourself by looking in your dictionary.

3. Write three words that end in **y** and that tell how people may feel.

4. Make more words by adding:

- |                                |                                      |
|--------------------------------|--------------------------------------|
| a. <b>es</b> to <b>address</b> | c. <b>ly</b> to <b>friend</b>        |
| b. <b>d</b> to <b>surprise</b> | d. <b>s</b> to <b>language, rock</b> |

5. Write these words and mark the sound of **a**, **o**, and **u**: **angry, rock, hungry**. Look up each word in your dictionary to see if you are right.

6. Write all your new words in alphabetical order.

7. Write these words, putting in the missing hard spots: **hun---**, **Engl---**, **a--ress**, **angr--**, **ar--**, **fr--ndly**, **lang--ge**, **s--prise**, **Nov--ber**, **Ma---**, **ro--**, **Pilgr-ms**.

*To the Teacher: Here is another week's work given in detail. You will secure more successful results if you follow this plan weekly.*



## Lost in the Frozen North

A young boy ran beside his sled and called on his dog team to hurry—hurry where, he wasn't quite sure, but hurry after the others, anyway. He had started out in the company of three men and their captain, whose ship was locked in the ice until spring. The ice was packed into one big mass, tight around the ship. Today the men had wanted to hunt seals and walrus, and the captain had wanted to look for some Eskimos.

The boy had become separated from the others, and now he was lost. But he was not afraid. He would find his way back to the ship! The north wind was blowing, and it was biting cold. The wind blew snow into the boy's eyes, making it very hard for him to see. Once he thought he saw a reindeer, but decided that a reindeer wouldn't be so close to the shore. Where would the animal find food?

The boy let his dogs take the lead, and up they went over a hill of ice. Then they began to race down the other side. There lay the ship. How thankful he was to see it!

## See Your Words

Find each new word in the story. Write your words.

<b>hurry</b>	<b>captain</b>	<b>blowing</b>	<b>shore</b>
<b>wasn't</b>	<b>walrus</b>	<b>blew</b>	<b>race</b>
<b>company</b>	<b>north</b>	<b>reindeer</b>	<b>thankful</b>

## Know Your Words

1. Write the word that means:

- a. a direction
- b. the coast
- c. wanting to give thanks
- d. the man in charge of a ship
- e. an animal that lives in the sea
- f. an animal that sometimes draws a sleigh

2. Write the contraction for **was not**. A contraction always has an apostrophe in place of the letters that are left out. Write the contractions for **could not** and **I have**.

3. Write **blue** and its homonym—the word that sounds the same but is spelled differently. Write these sentences, using the right word in each:

- a. We \_\_\_\_\_ our horns on Hallowe'en.
- b. The dress was as \_\_\_\_\_ as the sky.

4. Make a new word by changing the **o** in **blow** to **e**. Make another word by adding **ing** to **blow**. Write these sentences, using **blow**, **blew**, and **blowing** in them:

- a. The wind is \_\_\_\_\_ hard now.
- b. The wind \_\_\_\_\_ hard yesterday.
- c. The wind will \_\_\_\_\_ hard this afternoon.



5. Write the two words that may mean to **go fast**.

6. Write these words in syllables and put in the accent marks: **walrus, company, captain, reindeer, thankful, hurry**. Check yourself by looking them up in your dictionary.

7. Write these words, putting in the missing hard spots: **thankfu—, capt—n, comp—ny, ra—, bl—, bl—ing, h—, n—th, r—nd—r, walr—s, was—t, sho—**.

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. When we have \_\_\_\_\_, I help my mother by setting the table.
2. It is fun to watch the \_\_\_\_\_ swim around at the zoo.
3. Though Jack knew there \_\_\_\_\_ any extra time, he stopped to talk awhile.
4. The wind almost \_\_\_\_\_ us down the street.
5. We chose sides and had a \_\_\_\_\_.
6. When school is over, the children always \_\_\_\_\_ home to play.
7. Mother was \_\_\_\_\_ that Daddy got home all right in the storm.
8. The clothes were \_\_\_\_\_ in the breeze.
9. My uncle and aunt always spend their vacation at the \_\_\_\_\_.
10. In cold countries \_\_\_\_\_ are sometimes used to draw sleds.



11. Virginia is \_\_\_\_\_ of the girls' basketball team.
12. In summer many people go \_\_\_\_\_ to keep cool.
2. Cross out the words you missed and write them correctly.

## Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
2. Review the words you missed last week. You wrote them in your Word Book.
3. Your teacher may ask you to learn some of your extra words or some of your own words.

## Write Your Words Again

1. Take a piece of paper and write your new words as your teacher says them.
2. Write the words you missed last week. If you learned any other words, write them, too.
3. Write the words you missed today. Spell them correctly.

*Note to the teacher: This is the time to give your pupils the half-year review test. Choose twenty-five words, and give them to your pupils in completion sentences. The pupils should write the words missed in this test in their Word Books and review them, using the same procedure as used after the weekly tests.*

## Trap for a Tiger

Some tigers in the jungle are a real danger to the natives who live near by.

The men of a small village gathered together one day and decided that the largest tiger must be caught. That night and the next the men climbed tall trees and watched to see what path the tiger took to the water hole for a drink and a bath.



The third day the men built a trap. First they dug a hole, and then they set in it the bars of the trap. The ropes and the spring must be fixed just right, because tigers are smart. Last came the cover, which they hid under leaves and branches. Two steps on the cover, and the tiger would break through and fall into the deep hole. Nothing must go wrong.

Again that night the men climbed the trees and waited in the dark, still jungle. Suddenly they heard an angry scream. Death to the largest tiger!

**real**  
**largest**  
**bath**

**trap**  
**fixed**  
**smart**

**cover**  
**steps**  
**break**

**wrong**  
**suddenly**  
**death**

## Know Your Words

1. Write the **antonyms**, or opposites, of **right**, **smallest**, and **life**.

2. Add **s** to form the plural of **trap**, **step**, and **bath**.

3. Write **death** and **break**. Though both words have **ea** in them, the vowel sounds in the two words are different. After each word write the long or short vowel sound of **ea**. Then look up the words in your dictionary to see if you are right.

4. Make new words by adding **st** to **large**, **ly** to **sudden**, and **ed** to **fix**.

5. Alphabetize the words that begin with **b** and **s**.

6. Write these sentences, using **break** and **broke**:

a. The glass may — in hot water.

b. The glass — in the hot water.

7. Add **ed** to **cover**. Use **cover** and **covered** in these sentences:

a. The box will — the hole.

b. The box — the hole.

8. Write these words in syllables and use the accent mark to show where the accent comes: **largest**, **real**, **suddenly**. How many syllables has **real**? Check yourself by looking in your dictionary.

9. Write **dead**. Now write a new word by changing the second **d** to **th**.

10. Write these words, putting in the missing hard spots: **tra—**, **sm—rt**, **st—ps**, **su—enly**, **—ong**, **d—**, **b—h**, **br—**, **c—ver**, **r—l**, **l—gest**, **fi—**.



## Going for Blueberries

It was a hot afternoon—just right for a swim in our pond—but I'd promised Ellen I'd go down to the other end of the island and pick blueberries. About two o'clock I took my bicycle and started out. When I arrived at the Brick Station, Ellen wasn't there. This isn't a railroad station, but only an old house down on the beach, where boats land when they want to stop at our island.

I decided to go on. Perhaps Ellen was already down picking berries. But first I wanted to fasten my sweater around my waist with my belt. It was too hot to wear a sweater. I rode my bicycle down to the berry place, but Ellen wasn't there, either.

Picking blueberries by myself was slow work, I found. Soon I took off my sweater and rolled it up. Putting my head on the sweater, I lay down under the bushes and slept.

At four o'clock Ellen woke me up. Then we picked like mad to get home by five, so that we could make blueberry pie for supper!

---

swim  
pond  
I'd

island  
blueberries  
station

beach  
berries  
fasten

sweater  
putting  
slept

---

# Know Your Words



1. Write **island** and say it to yourself. Which letter is silent? Draw a line through the silent letter.

Write **fasten** and say it to yourself. You will notice that the **t** is not sounded. Draw a line through it.

2. Alphabetize the nine words that begin with the letters **p**, **b**, and **s**. Look at the third letter when you need to.

3. Write the contraction for **I would**, remembering to use a capital letter and an apostrophe.

4. Write the words that rhyme with **fond**, **kept**, **reach**.

5. Double the **t** in **put** and add **ing**.

6. Mark the vowel sounds in **slept**, **swim**, and **pond**.

All the letters that are not vowels, you remember, are **consonants**. Write all the consonants used in **slept**, **swim**, and **pond**.

7. Write a new word by putting **blue** before **berries**.

8. Write these words, showing the syllables if there are two: **station**, **island**, **beach**, **sweater**, **berries**, **I'd**. Look in your dictionary to check yourself.

9. Write these words, filling in the missing hard spots: **b—ch**, **fa—en**, **i—land**, **I—**, **sw—ter**, **swi—**, **sl—**, **pu—ing**, **p—nd**, **bl—be—s**, **be—s**, **sta—**.

## The Tiny People

Would you be surprised to hear of a race of people who aren't any higher than four and a half feet? Smaller than any other race in the world, the Pygmies live in some of the very hot countries in Africa. They wear very little clothing. Their tiny huts are built of branches and have thick roofs made of leaves.



A Pygmy is shaped like any other person, but in size he is only a child. His head would reach only a little above another man's waist.

Pygmies have no language of their own. They speak something made up from the languages of several neighbouring tribes.

A band of Pygmies is surely a match for any sort of enemy, because these little people use a special kind of arrow with a poison tip that kills anything it touches.

**surprised**  
**aren't**  
**higher**

**smaller**  
**countries**  
**built**

**thick**  
**shaped**  
**person**

**size**  
**speak**  
**surely**



## Know Your Words

1. Make new words from old:

- |  |  |
|--|--|
| a. Add <b>ly</b> to <b>sure</b> .                                    | c. Add <b>er</b> to <b>small</b> and             |
| b. Add <b>d</b> to <b>shape</b> and                                  | <b>high</b> .                                    |
| <b>surprise</b> .  | d. Change <b>d</b> to <b>t</b> in <b>build</b> . |
| e. Change <b>y</b> to <b>i</b> in <b>country</b> and add <b>es</b> . |  |

2. Write the contraction for **are not**, remembering the apostrophe.

3. Write the word that means:

- |                           |              |
|---------------------------|--------------|
| a. to talk                | c. lands     |
| b. did build              | d. certainly |
| e. a man, woman, or child |              |

4. Write the antonyms for **thin**, **lower**, and **larger**.

5. Alphabetize the words that begin with **p** and **s**.

6. Write the word beginning with the syllable **per**.

7. Write these words and mark the long or short vowel in each: **size**, **shaped**, **built**, **thick**. Cross out silent **e**. Look in your dictionary to see if you are right.

8. Write **higher** to show its two syllables and the accent. Cross out the two silent letters and mark the **i** long or short. Look in your dictionary to see if you are right.

9. Write the new words that end with the same letters as these words do: **pick**, **nicely**, **prize**, **quilt**, **leak**, **taller**, **reason**, **weren't**, **striped**.

10. Write these words, putting in the missing hard spots: **p-rs-n**, **c-ntr-s**, **si-e**, **shap-d**, **sm---er**, **sp-k**, **sur---**, **ar---t**, **hi---**, **b-lt**, **thi-k**, **su-prised**.



## A Visit from a City Boy

Mar. 31

Dear Brother Bob:

Do you remember Alfred Perkins, who went to the city to live some years ago? He came to visit yesterday. His father wanted him to "learn about a farmer's life". Jim and I taught him! Of course we didn't do anything to spoil Alfred's beauty, but when he stepped back into the car, he was a very dirty young man!

First he had to see our new wagon and watch the men load it with bags of wheat to take over to Grandfather's mill. Then he must see the flour ground. We raced him the mile to the mill and beat him rather badly. Alfred doesn't know how it happened, but somehow he got himself covered with flour! You can imagine how his dark blue suit looked.

On the way back to the barn we took Alfred through the mud of the pigpen. He was hungry, so we gave him an apple. On his very first bite he found a worm. Now Alfred likes city life better than country life.

Sincerely,  
Tom

---

<b>Mar.</b>	<b>dirty</b>	<b>beat</b>	<b>doesn't</b>
<b>farmer's</b>	<b>young</b>	<b>rather</b>	<b>himself</b>
<b>stepped</b>	<b>wheat</b>	<b>badly</b>	<b>worm</b>

---



# Know Your Words

1. Make new words from old:

- a. Add **ly** to **bad**.
- b. Add **self** to **him**.
- c. Write **b** before **eat**.
- d. Write **wh** before **eat**.
- e. Double the **p** and add **ed** to **step**.

2. Write the word that shows possession. Remember to use **'s**.

3. Write the abbreviation for the month of March. Remember the capital and period.

4. Write the antonyms for **old** and **clean**.

5. Write the contraction for **does not**, remembering to put in the apostrophe.

6. Alphabetize the words beginning with **b** and **w**.

7. Write the two words that rhyme with **seat**. Look up these words in your dictionary to see how the **ea** sounds. Write the vowel sound beside each word.

8. Write **farmer's** to show its two syllables and its accent. Find the word in your dictionary and see if you are right.

9. Write the word from your lesson that ends with the same letters as: **sadly**, **myself**, **sung**, **slipped**, **sister's**, **harm**, **wasn't**, and **either**.

10. Write the word that begins and ends with **r**.

11. Write only the consonants in these words, leaving a space for each vowel: **rather**, **himself**, **young**.

12. Write these words, putting in the missing hard spots: **fa—er's**, **w—eat**, **do—n't**, **d—ty**, **b—t**, **bad—**, **ra—**, **hims—**, **yo-ng**, **ste—ed**, **Ma—**, **w—rm**.

## Fairies' Luck

The fairy prince and princess were shut up in a tall tower. The wicked witch had cast a spell over them, and there seemed to be no way for them to save themselves. It had all happened when the fairies were walking through the wood. The princess said her feet hurt her, and she drew off her silver boots. Without her boots, she had no magic. When the wicked witch chanced to come by, she worked her spell.



One morning a bird whose wing was hurt lighted at a window of the tower. The princess took him in and cared for him. The bird spent a week there until his wing was well. When the princess told him her sad tale, the bird said that his first act when he left would be to find the boots. And he did. It was a wonderful piece of luck! In less than an hour he flew up with both boots in his bill. The prince and princess were free!

---

<b>prince</b>	<b>seemed</b>	<b>silver</b>	<b>spent</b>
<b>princess</b>	<b>save</b>	<b>boots</b>	<b>wonderful</b>
<b>witch</b>	<b>drew</b>	<b>whose</b>	<b>flew</b>

---

## Know Your Words

1. Write the two words that are used for a king's children.

2. Make new words from old:

- a. Change **a** to **e** in **draw**.      c. Add **ed** to **seem**.
- b. Change **d** to **t** in **spend**.      d. Add **ful** to **wonder**.
- e. Add **s** to **boot** to make it plural.
- f. Add **es** to **witch** to make it plural.

3. Write these sentences, putting in the right words:

- a. The children will (**draw, drew**) a picture.
- b. The children (**draw, drew**) a picture last year.
- c. I may (**spend, spent**) my money for a ball.
- d. I (**spend, spent**) my money yesterday.
- e. The birds will (**fly, flew**) south.
- f. The birds (**flew, fly**) south last month.

4. Alphabetize the nine words beginning with **p**, **s**, and **w**.

5. Write **witch**, **save**, and **prince**. Cross out the silent **e** in two of the words and mark each vowel sound.

6. Write these words in syllables and put in the accent marks: **princess**, **silver**, **wonderful**. Look in your dictionary to see if you are right.

7. Write the two words that end with the same letters as **new**. Write the letters that are the same in all three words.

8. Write these words, putting in the missing hard spots: **pr-n—**, **sa-e**, **s—med**, **s—ver**, **sp—t**, **wi-ch**, **wonderfu—**, **dr—**, **-hos—**, **fl—**, **pr-nce—**, **b—ts**.

## The Date Palm

The date palm is as important to the natives of Arabia as wheat or corn is to our farmers.

Dates grow in big bunches of about two hundred, and there are many bunches hanging on each tree. The date palm bears dates from the time it is about eight years old until it has reached the great age of one hundred years.



Natives gather the fresh dates when they are ripe. Each date is golden brown in colour, about as long as your biggest finger in size, soft with some juice, and very good to bite into. Some hungry men have eaten as many as five or six pounds of dates a day. The seeds are ground into food for cattle, and the trunk of the tree is used in building houses.

• The next time you buy a package of dried dates, think of how they once hung high on one of the most useful trees in the world.

**important**  
**dates**  
**hanging**

**gather**  
**fresh**  
**finger**

**soft**  
**juice**  
**eaten**

**dried**  
**hung**  
**world**

## Know Your Words

1. Make new words from old:
  - a. Change **y** to **i** in **dry** and add **ed**.
  - b. Change **a** to **u** in **hang**.
  - c. Add **ing** to **hang**.
  - d. Add **en** to **eat**.
2. Write the new word that means:
  - a. the earth
  - c. part of the hand
  - b. to bring together
  - d. the watery part of fruit
3. Write the antonym of **hard**.
4. Write the words that may mean either:
  - a. fruit, or days of the month
  - b. not salty, or newly gathered
5. Add **s** to form the plural of: **date, juice, finger, world**.
6. Write the new word of three syllables, showing the syllables and the accent. Check yourself by looking in your dictionary.

One important reason for learning to divide words into syllables is so that we may know how to divide words at the end of a line. You may put **im-** at the end of one line and **portant** at the beginning of the next line, or **impor-** on one line and **tant** on the next. The little mark ( - ) that shows that a word is divided is called a **hyphen**.
7. Write these words, putting in the missing hard spots: **d---s, dr--d, j----, fr-sh, fi-g--, w--ld, s--t, h--g, import---, g-ther, eat--, h-n-ing.**



## The History Prize

When Robert was a little boy, he always liked to hear stories about things that happened long ago. When he grew older, of course, he read stories about history, pages and pages of them. His father used to say, "Robert, your hobby is history!"

For years Robert went on reading and studying history. Then one day he saw in the paper that the college in his town would hold a contest and give a prize to the high-school or college person who wrote the best report on the subject, "What Interests Me Most in History". The contest was to close, the announcement said, on December the first, and the prize would be one hundred dollars.

Robert raced home. The boy whose hobby had always been history sat down and began to write. For the next two weeks he did almost nothing outside of school except work on his report. It was slow, careful work, but the report was finally written before December the first.

A month later Robert awoke one morning to hear the really exciting news. He had won the prize!

---

<b>course</b>	<b>contest</b>	<b>careful</b>	<b>awoke</b>
<b>history</b>	<b>report</b>	<b>finally</b>	<b>really</b>
<b>college</b>	<b>except</b>	<b>written</b>	<b>exciting</b>

---

## Know Your Words

1. Write the four words with double letters.
2. Write the six words with the letter **c** in them. Put an **s** after each word with soft **c** and a **k** after each word with hard **c**.
3. Make new words from old:
  - a. Write **a** before **woke**. c. Add **ful** to **care**.
  - b. Write **con** before **test**. d. Add **ly** to **final** and **real**.
  - e. Drop the **e** in **write** and add **ten**.
  - f. Drop the **e** in **excite** and add **ing**.
4. Alphabetize the six words beginning with **c** and **r**. Look at the third letter when you need to.
5. Write the word that means:
  - a. truly c. did awake
  - b. at last d. a kind of school
  - e. the story of man's past
6. Write two words beginning with the syllable **re** and two beginning with the syllable **ex**.
7. In one column write in syllables the four words having three syllables. In another column write in syllables the seven words having two syllables. In the last column write the word with only one syllable. Put in all the accent marks. Check yourself by looking in your dictionary.
8. Write these words, filling in the missing hard spots: **hist--y**, **coll-ge**, **c----e**, **car-fu-**, **con-e--**, **e--iting**, **fin---y**, **ex-ept**, **rea-y**, **rep--t**, **wri--en**, **aw-k-**.





## Mr. Lion, Pres.

Mr. Frog lived in the jungle pool; Mr. Fox and Mr. Wolf lived near the pool; and Mr. Lion and Mr. Elephant and all the little sparrows came to drink in the pool. One day they fell to talking about clubs. The sparrows told about some boys in the North who had a club, and one of them was president.

The animals liked the idea of having a club, but the trouble was that each wanted to be president. Mr. Elephant said he was older than the others (he was so proud of his age!) and should be president. Mr. Frog said it would be easy if he were president because he was always right there in the pool. A sparrow wanted to be president because he had travelled farther than any of the others. Why, he knew nine provinces and the capital of every one! Sly Mr. Fox and clever Mr. Wolf said nothing.

Mr. Lion spoke up: "I shall be the first president. I am the king of the beasts. I shall have my cards printed, 'Mr. Lion, Pres.'. The rest of you may have yours, 'Vice-Pres.'."

---

<b>frog</b>	<b>lion</b>	<b>president</b>	<b>farther</b>
<b>fox</b>	<b>elephant</b>	<b>trouble</b>	<b>Pres.</b>
<b>wolf</b>	<b>sparrows</b>	<b>easy</b>	<b>rest</b>

---

# Know Your Words



1. Write the name of:
  - a. an animal that lives in and near water
  - b. two animals in the dog family
  - c. an animal in the cat family
  - d. a large animal with a trunk
  - e. small birds
2. Write the word that means the head person. Write its abbreviation, using a capital and a period.
3. Write the antonyms of **hard** and **nearer**.
4. Write the words that mean:
  - a. the people or things that are left
  - b. the hard part, or the bother
5. Which word has **ph** in it? Like what letter does the **ph** sound? Write the word in syllables and mark the accented syllable.
6. Alphabetize all your words. Which comes first—**Pres.** or **president**?
7. Write these words in syllables and mark the vowels: **sparrows, rest, fox, president**. Then look up the words in your dictionary to see if you are right.
8. Write these words, filling in the missing hard spots: f—g, f—ther, f—, tr—ble, —res., w—, e—sy, el—nt, sp—ows, pres—dent, r—st, l—n.



## The Old Schoolhouse

Down in the valley, under the great, spreading oak tree, stands the little red schoolhouse. I went to school there, as did my parents before me. Not long ago, during an Easter vacation, I went back to visit it, and I found no changes.

I remembered the swing under the oak and how a girl's arm was broken when she fell out. I remembered how I was dismissed one day because I wouldn't chase my dog away from the schoolyard. Poor old Brownie!

I even looked down into the cellar—that famous cellar where we tied up Charlie Robbins and then forgot to untie him until after dark. What trouble we got into that time!

I walked around the playground, where we had played tag and marbles and baseball in the spring. I found the places where we had cut our names—in the bark of the trees, on the benches, and on the posts. We had cut hearts around the names, and arrows through the hearts!

Many of those boys and girls are married now and may be sending their children to this very school.

---

valley  
schoolhouse  
parents

Easter  
swing  
oak

girl's  
chase  
untie

tag  
baseball  
married

---

# Know Your Words

1. Write the words that mean:

- |                                    |                              |
|------------------------------------|------------------------------|
| a. to unfasten                     | d. father and mother         |
| b. to run after                    | e. low land between hills    |
| c. a kind of tree                  | f. a game played with a ball |
| g. a game in which no ball is used |                              |
| h. a seat which hangs by ropes     |                              |

2. Make new words from old:

- a. Change **y** to **i** in **marry** and add **ed**.  
b. Make new words with **ball**, **house**, **base**, **school**.

3. Write the word that shows possession, using 's.  
Write it in this sentence: I know that — mother.

4. Write the word that is the name of a certain Sunday in spring. Use capitals for holidays.

5. Write the four words with double letters.

6. Write these words and mark a short or long vowel in each: **swing**, **chase**, **tag**. Draw a line through the silent **e**.

7. Write these words in syllables and put in the accent marks: **valley**, **untie**, **married**, **Easter**, **parents**, **baseball**. Then check yourself by your dictionary.

8. Write the words that rhyme with **thing**, **bag**, **case**, **soak**, and **carried**.

9. Write the words that end with the same letters as **lie**, **cents**, **faster**, **mouse**, and **donkey**.

10. Write these words, filling in the missing hard spots: **o—k**, **s—ing**, **ba—ball**, **E—ster**, **ta—**, **p—r—nts**, **marr—d**, **cha—e**, **vall—y**, **girl—**, **s—oolh—**, **—nt—**.



## Sailing Ships and Whales

One of the most beautiful ships of the past was the great sailing ship. With every sail spread in the wind, she was like a huge white flower in full bloom as she slipped away from shore, on her long journey to the Far East. Tea and more tea was the cry of the day! Sailing ships raced across the seas to bring it home. Besides tea they brought china, great decorated chests, lace handkerchiefs, silk, and other kinds of cloth.



A wonderful sight often appeared to the men on those ships when they crossed the seas. "There she blows!" the men would cry at the sight of bubbles of water blown high into the air, like a fountain. This would be followed by a loud noise. Then, with a roll of its long gray body, a whale would tear off through the deep waters. Perhaps a whaling ship was right behind it!

---

sail	tea	silk	loud
bloom	china	cloth	whale
slipped	handkerchiefs	sight	deep

---

# Know Your Words

1. Write the word that means:

- a. blossom
- b. a drink
- c. dishes
- d. the opposite of **quiet**
- e. a large animal that lives in the ocean
- f. things which most people carry with them

2. Double the **p** in **slip** and add **ed**.

3. Write **handkerchiefs** in syllables and put in the accent. Check yourself by looking in your dictionary.

4. Write **sight**. Cross out the silent letters. What two consonants are left? Mark the vowel.

5. Alphabetize the words beginning with **c** and **s**. Then write **slipping** where it should go in the list.

6. Write **loud**. When you look it up in your dictionary, you will see that it is pronounced the same as it is spelled. Say **loud** to yourself. The vowel sound is different from either **o** or **u**. When **o** and **u** come together, they are often pronounced like **ou** in **loud**.

7. Write **deep** and **tea**. Both have the same vowel sound, but one is written with **ee** and the other with **ea**. Beside each word write the vowel sound. Then look in your dictionary to see if you are right.

Write **whale** and **sail**. The part that rhymes is spelled differently in the two words. Beside each word write the vowel sound.

8. Write **china** with a capital to mean a country.

9. Write these words, filling in the missing hard spots: s--l, sli--ed, s--k, bl--m, si--t, t--, d--p, c--th, l--d, han-kerch--fs, w-al-, ch--a.



## Susan Cavendish: Her Day Book

Many years ago, a little girl named Susan Cavendish kept a "day book", writing in it the interesting things that happened. This day book has come down to another Susan Cavendish, who often reads bits out of it, like these:

"January fifth. The Christmas season is over. I am tired of parties and balls."

"May first. Today was May Day. I was *not* the May Queen because I am only fourteen. It is true that Julie is fifteen, but she is not nearly so pretty. Mamma told me we are going north in June. I have started to brush my hair one hundred times every night."

Susan does not seem to have taken her day book north, because the next note was written September 20:

"We went to see the Governor-General yesterday. Wore my blue dress and was kissed by him!"

After that she writes of autumn and hunting and how she fell off her horse on October first. She had to remain in her bedroom for a long period of time and miss three grand balls!

---

January fifth season	tired May fourteen	true fifteen brush	October bedroom period
----------------------------	--------------------------	--------------------------	------------------------------

---



# Know Your Words



1. Write the words for **14**, **15**, and **5th**.
2. Write the word that is two little words and means part of a house.
3. Write the names of three months, using capitals.
4. Write these sentences, using **tired**, **brush**, **true**, **period**, and **season** in the blanks. Be sure to begin each sentence with a capital and end it with a period or a question mark.
  - a. It is good for your hair to — it.
  - b. Is it — that today is your birthday?
  - c. This sentence ends with a —.
  - d. Do you feel — after running so fast?
  - e. Spring is a — of the year.
5. Alphabetize the words beginning with **t**, **b**, and **f**. You will have to look as far as the fifth letter.
6. Write the names of the first two months of the year. Draw a line under the **uary** and **ruary**. The extra **r** in **February** is a letter we must remember. Look in your dictionary to see if the extra **r** is pronounced.
7. Write these words, filling in the missing hard spots: **Jan—y**, **fi—th**, **f—rteen**, **fi—n**, **p—r—d**, **Oct—ber**, **s—son**, **M—**, **bedroo—**, **t—ed**, **t—**, **br—h**.



## The Secret Tunnel

I was to spend Christmas vacation at my uncle's house in the country. He had just bought an old stone house which had been a famous inn two hundred years before.

I had hardly arrived before Uncle said: "John, there is supposed to be a secret tunnel under this house, where some of Wolfe's brave soldiers hid from the French. They were prisoners who had escaped and who were trying to get back to their own army."

I was so excited that when dinner was finished, Uncle and I went down to the basement and searched for an opening in the stone walls. I am proud to say that I was the one to find a loose stone. I pushed on it, and a hidden door swung open. There before us was a dark tunnel. My hand shook a little as I lighted my matches. We walked down the long stone tunnel and found its end in an old well that had not been used for many years.

Uncle was as excited as I was. "John," he said, "some queer characters have gone through here in years past!"

---

<b>uncle's</b>	<b>tunnel</b>	<b>finished</b>	<b>queer</b>
<b>hardly</b>	<b>brave</b>	<b>basement</b>	<b>characters</b>
<b>arrived</b>	<b>hid</b>	<b>loose</b>	<b>past</b>

---

# Know Your Words

1. Write the four words with double letters.

2. Look in your dictionary at the four words that begin with **q**. What letter follows **q** each time? The letter **q** is always followed by **u**. In alphabetizing words beginning with **q**, we must look at the third letter.

Write the word that begins with **q** and means **strange**.

3. Write the word that shows possession, using **'s**.

4. Write the word that means:

- |                 |                              |
|-----------------|------------------------------|
| a. ended        | e. only just                 |
| b. daring       | f. kept out of sight         |
| c. gone by      | g. came to a certain place   |
| d. not fastened | h. a room partly underground |

5. Write these sentences, correctly using **hid**, **hide**, **past**, and **passed**:

- The car went — the house.
- The car — by quickly.
- The children like to — in the barn.
- John — in the barn yesterday.

6. Make new words by adding **ly** to **hard**, **ed** to **finish**, **d** to **arrive**, and **s** to **character**.

7. Alphabetize the words beginning with **b** and **h**.

8. Write in syllables the words of two or more syllables. Put in the accent marks. Check yourself by looking in your dictionary.

9. Write these words, filling in the missing hard spots: **tu—**, **c-ar-cters**, **ar—ved**, **h—d**, **brav—**, **unc—**, **qu—r**, **fin—hed**, **hard—**, **pa—**, **l—se**, **bas—ment**.



## Windmill Land

Land which lies lower than the sea must be protected against water, or it will be flooded most of the time. Such a piece of land is the country of the Dutch. To keep out the sea they have built steep walls around their coasts—walls made of earth and stones and huge wooden piles. These walls are called dikes. The Dutch found that, by digging canals and pumping out the water by means of windmills, they could keep the heavy rains from flooding the land.

Only a careful, hard-working thrifty people like the Dutch could have made land like this produce such fine crops. The Dutch are famous not only for their crops but also for their cheese, eggs, butter and meat. These are the principal things they trade with other countries and with their own colonies. Some of the things they get in return are coffee, cocoa, iron, coal, wheat, corn, and lumber.

Sailboats, wooden shoes, wide, white caps, red-cheeked children, clean and shining houses, and miles of flat pasture land—all these you would see if you went to Holland.

---

<b>against</b>	<b>digging</b>	<b>thrifty</b>	<b>trade</b>
<b>steep</b>	<b>pumping</b>	<b>crops</b>	<b>coffee</b>
<b>stones</b>	<b>windmills</b>	<b>butter</b>	<b>pasture</b>

---

# Know Your Words

1. Write the word that means:

- |                                |                              |
|--------------------------------|------------------------------|
| a. rocks                       | d. a drink                   |
| b. not wasteful                | e. a food made from cream    |
| c. what farmers harvest        | f. a place where cattle feed |
| g. making a hole in the ground |                              |

2. Write the word that means either getting water from the ground or filling a tire with air.

3. Add **s** to form the plural of: **windmill, crop, pasture, stone.**

4. Add **st** to **again**, and add **mills** to **wind**.

5. Write **stones, pump, windmills, trade, and crops**, and mark the vowel sounds. Cross out each silent **e**. Look up these words in your dictionary to check yourself.

Write **thrifty** and mark the **i**. In your dictionary you will find that the **y** is a vowel and is pronounced like **i**. After **thrifty** write the vowel sound of **y**.

6. Write the words of one syllable. These words cannot be divided at the end of a line.

7. Write the words with double letters.

8. Write **against** and then write the sound of **ai** in it. Look in your dictionary to see if you are right.

9. Alphabetize the words beginning with the letters **t, c, p, and s**.

10. Write these words, filling in the missing hard spots: **b-t-er, coff-- , pas----, pu--ing, ag--nst, st--p, ston-s, di--ing, tr-d-, cr-ps, th--fty, windmi--s.**



## Our Parades

Our town loves a parade, and we have one on almost every holiday.

On the First of July the soldiers and the police march in the parade. The band is out, of course, and flags are waving. There are floats, too, picturing different subjects from history. Last year there were four floats. Each one seemed better than the one before. The fourth float was the best of all and took the prize. It showed a fort, and there were soldiers fighting with guns that made noises like firecrackers. Our neighbour's daughter was a nurse taking care of the wounded soldiers.

On Christmas Eve the children parade. Sometimes a float shows a fat, jolly Santa Claus, filling stockings, or trimming the tree.

On New Year's Day anybody and everybody parades. In fact, almost the whole town joins in. The floats often picture the Old Year dead and buried and the New Year young and strong and full of life. Since nearly everyone takes part in the New Year's parade, there are not many left to watch it!

---

parade	police	fort	Eve
holiday	fourth	firecrackers	jolly
July	prize	daughter	New Year's

---

# Know Your Words

1. Write the word that means:

- |   |                          |
|---|--------------------------|
| a. 4th                                  | d. a street show         |
| b. laughing                             | e. someone's child       |
| c. a reward                             | f. first day of the year |
| g. things that make a noise when lit    |                          |
| h. a place used by soldiers for defence |                          |
| i. the evening before                   |                          |

2. Write **New Year's Day** and **New Year's Eve**.

These words have capitals because they are the names of holidays. Be sure to use **'s**. Write **new year** without capitals in this sentence:

The n— y— begins on January first.

3. Write the name of a month, using a capital.

4. Write the word that ends with **day**.

5. Write the antonym of **sad**.

6. Alphabetize the words beginning with **j**, **f**, and **p**.

7. Write the plural by adding **s** to **daughter**, **fort**, **firecracker**, **holiday**, **parade**, and **prize**.

8. Write the word having an **i** that sounds like **e**.

9. Write these words, filling in the missing hard spots: **p—rade**, **pol—**, **J—ly**, **ho—day**, **f—t**, **f—rth**, **d—ter**, **jo—**, **f—r—c—ers**, **New Year—**, **pri—e**, **Ev—**.





## Bringing the News

The old man was asleep when I reached his cabin in the woods with the letter. He was lying on a cot on his little front porch, his hands folded under the back of his neck. Should I speak to him, anyway, or make a noise that would wake him up? Or should I let him sleep on and dream for a few minutes more? Even if the letter held good news, it would keep.

Not being in a hurry, I decided to wait awhile. So I sat on a bench under a tree and looked around. Everything was clean outside the house. At one side was a garden with beans and corn and potatoes growing in it. At the corner of the house was a high pile of wood.

It was hot and still in the woods this afternoon. No wind stirred the trees. Even the birds were silent. Not a note, not a sound broke the quiet.

I was just wondering what would happen if the news were sad, when the old man appeared around the side of the house. I held up the letter. He tore it open quickly, and a smile broke over his face. "Good!" he said. "I've got the money! It has come at last!"

---

reached  
neck  
anyway

noise  
wake  
dream

being  
potatoes  
corner

sound  
sad  
held

---

## Know Your Words

1. Write the words that rhyme with **round**, **cream**, **take**, **glad**, and **check**.

2. Add **s** to form the plural of **dream**, **corner**, and **noise**. Add **es** to form the plural of **potato**.

3. Make new words by adding **ed** to **reach**, **ing** to **be**, and **way** to **any**.

4. Write the word that means:

- |                       |                                    |               |
|-----------------------|------------------------------------|---------------|
| a. did hold           | b. did reach                       | c. vegetables |
| d. part of the body   | f. the opposite of <b>glad</b>     |               |
| e. think while asleep | g. the opposite of <b>to sleep</b> |               |

5. Write the words of one syllable in one column, the words of two syllables in another, and the words of three syllables in a third column. Leave spaces between the syllables, and put in the accent marks in the second and third columns. Check yourself by looking in your dictionary.

6. Alphabetize the words beginning with **n** and **s**.

7. Write **wake** and **dream**. Cross out the silent **e** in **wake** and mark the vowel. Beside **dream** write the sound of **ea**. Write the consonants in both words.

8. Write **noise** and **sound**. Look at the pronunciation of each word in your dictionary. You will see that the **oi** and the **ou** are said together, as in **oil** and **about**. These vowels are often said together.

9. Write these words, filling in the missing hard spots: **n—se**, **n—ck**, **dr—m**, **wa—**, **s—nd**, **s—d**, **p—tat—s**, **—nyway**, **r—ch—**, **co—ner**, **b—ng**, **h—l—**.



## Lonesome Journey

The mail plane was flying low on its journey across the wide western plains. Tonight the miles of flat country below were wrapped in a thick covering of ice and snow. As Jim looked down, he wondered if the North Pole itself might look something like this.

Carrying a great pack of mail all by himself was a lonesome kind of job. Yet Jim kept on doing it year after year.

He wondered how it would be to live down there on one of those farms, with no neighbour nearer than fifty miles away. It was either snow and cold winds, which drove you indoors all winter, or else dry heat and thousands of insects during the whole summer. Well, he supposed a man became lonesome there, too!

Ahead Jim saw the lights of the airport. There he would find warmth and friends and plenty of food. Slowly he circled his airplane around twice and got ready to land. Then all of a sudden, it seemed, the long journey was over.

---

wide  
miles  
pack

fifty  
either  
drove

whole  
became  
plenty

slowly  
airplane  
sudden

---

## Know Your Words

1. Write the words that are made of these little words: **plane, be, air, came.**

2. Write the word for **50.**

3. Write these sentences, using the homonyms **whole** and **hole**:

a. I have a — dollar.

b. He dug a — with a stick.

4. Write the word that means one or the other<sup>f</sup>.

5. Add **ly** to **slow** and **sudden.**

6. Write the plural of **airplane, pack, and mile.**

7. Write the antonyms for **quickly** and **narrow.**

8. Write the words that rhyme with **back, piles,** and **ride.**

9. Write the words that mean **enough, not expected, did drive, and did become.**

10. Write these words in syllables: **drove, sudden, slowly, whole, became, wide, plenty, fifty, miles, and pack.** Show the accent in the words having more than one syllable. Mark a long or a short vowel in each word. Check yourself by looking in your dictionary. You will see that the **y** in **slowly, plenty, and fifty** is pronounced like short **i.**

11. Alphabetize all twelve of your new words.

12. Write these words, filling in the missing hard spots: **pa—, pl—nty, becam—, airpl—n—, mil—s, fi—y, wid—, —hole, slo—, drov—, su—en, e—ther.**

## The Christmas Story

One of the most famous stories ever told took place nearly two thousand years ago. The people everywhere in one part of the world were to be taxed, each in the city of his birth. A man named Joseph went to Bethlehem with his wife Mary, but they found no room at the inn. They stayed in a stable, and there the child Jesus was born.



In the same country shepherds were watching their sheep on a hill, when suddenly an angel appeared in the clear sky above them. At first they felt afraid, but when the angel told them the good news they hurried to see the child.

Wise men came seeking the child, saying, "We have seen a great star in the east." They saw the star move ahead of them again, and they followed it to the stable. They carried lovely gifts for Jesus. That is why we give presents each year on December twenty-fifth.

**famous**  
**thousand**  
**everywhere**

**stable**  
**clear**  
**above**

**felt**  
**wise**  
**move**

**carried**  
**lovely**  
**December**

# Know Your Words

1. Make new words from old:

- a. Add **ly** to **love**.
- c. Write **s** before **table**.
- b. Write **cl** before **ear**.
- d. Write **every** before **where**.
- e. Change **y** to **i** in **carry** and add **ed**.

2. Write the name of the last month of the year. Remember to use a capital.

3. Write the five words that end in silent **e**. Cross out silent **e**.

4. Write the antonyms for **below** and **nowhere**.

5. Write the word that means:

- a. 1000
- b. did feel
- c. well-known
- d. a place for animals
- e. did carry
- f. to go
- g. not cloudy
- h. beautiful

6. Write these words and mark a long or a short vowel in each: **stable**, **felt**, **wise**, and **famous**.

7. Write in syllables the eight words having more than one syllable. Put in the accent marks. How many syllables does **everywhere** have? Check in your dictionary to see that you divided each word right.

Mark the sound of the second **e** in **December**.

8. Write these sentences, using **feel** and **felt**:

- a. I can — the wind blowing.
- b. I — the wind last night.

9. Write these words, filling in the missing hard spots: **ever-where**, **stab—**, **cl—r**, **carr—d**, **ab-ve**, **fam—s**, **f—t**, **w—e**, **m-v—**, **lov—**, **De—ber**, **thous-nd**.





## **YOUR EXTRA WORDS**

## Your Extra Words

Here are your extra words in the order of their importance. These same words appear in alphabetical order in your dictionary, where they have stars in front of them. If your teacher asks you to learn your extra words in the order of their importance, be sure to find each word in your dictionary and to notice how it is pronounced and what it means.

Put a check mark (✓) beside each extra word you learn

- |                |                   |                    |
|----------------|-------------------|--------------------|
| 1. let's       | 29. twice         | 57. basin          |
| 2. kitty       | 30. ahead         | 58. buried         |
| 3. raised      | 31. announcements | 59. grandfather's. |
| 4. cellar      | 32. beans         | 60. journey        |
| 5. package     | 33. capital       | 61. lonesome       |
| 6. useful      | 34. cream         | 62. minute         |
| 7. autumn      | 35. dismissed     | 63. neighbour's†   |
| 8. below       | 36. east          | 64. pile           |
| 9. June        | 37. electricity   | 65. plane          |
| 10. longer     | 38. glaciers      | 66. post           |
| 11. luck       | 39. job           | 67. push           |
| 12. pages      | 40. shining       | 68. shook          |
| 13. proud      | 41. become        | 69. states         |
| 14. quickly    | 42. belt          | 70. tear           |
| 15. tiger      | 43. brick         | 71. usually        |
| 16. biggest    | 44. bubbles       | 72. bars           |
| 17. colonies   | 45. dangerous     | 73. bother         |
| 18. dikes      | 46. frozen        | 74. drop           |
| 19. enemy      | 47. insects       | 75. he's           |
| 20. hobby      | 48. note          | 76. Jesus          |
| 21. huge       | 49. plains        | 77. plantation     |
| 22. man's      | 50. screamed      | 78. principal      |
| 23. matches    | 51. Sept.         | 79. protect        |
| 24. older      | 52. sign          | 80. quit           |
| 25. straw      | 53. socks         | 81. tusks          |
| 26. subject    | 54. thin          | 82. belong         |
| 27. themselves | 55. wrapped       | 83. cart           |
| 28. toward     | 56. act           | 84. climate        |

85. fishermen	120. palm	155. certain
86. fond	121. point	156. continent
87. load	122. ski	157. Dr.
88. rake	123. tiny	158. dug
89. shake	124. tore	159. grand
90. shopping	125. bathrobe	160. high school
91. sidewalk	126. calendar	161. path
92. somebody	127. chose	162. ruler
93. strange	128. clover	163. blacksmith
94. tin	129. donkey	164. living-room†
95. bay	130. forth	165. ought
96. carrots	131. hasn't	166. sunny
97. costume	132. healthy	167. blind
98. cup	133. matter	168. carve
99. downtown	134. nearer	169. ditches
100. empty	135. puppies	170. goldfish
101. fisherman	136. sharp	171. irrigation
102. gay	137. studied	172. lazy
103. lying	138. turtle	173. polar
104. nickel	139. twins	174. pup
105. reason	140. typewriter	175. row
106. rough	141. ugly	176. slow
107. salt	142. believed	177. gate
108. Sat.	143. dirt	178. hate
109. shut	144. garage	179. lead
110. spot	145. practise	180. mill
111. stamp	146. quick	181. plough†
112. sugar	147. spear	182. playful
113. wicked	148. there's	183. playhouse
114. centre†	149. win	184. dam
115. closer	150. among	185. hurried
116. decorated	151. anybody	186. goose
117. grab	152. carriage	187. inch
118. hunter	153. pipe	188. toes
119. jail	154. solid	189. vice-president



# DICTIONARY



## Your Dictionary

In your dictionary you will find all your new words for this year in the order of the alphabet. Your dictionary shows how a word is spelled, how it is divided into syllables, how it is pronounced, what it means, and how it is used in a sentence.

The numbers which appear in heavy type after the pronunciation show the page on which the word is taught. The words which have stars in front of them are your extra words, which are not taught in the lessons. Your teacher may ask you from time to time to learn these words by yourself. On page 90 they are listed in the order of their importance.

### Key to Pronunciation

Some letters have several different sounds. The different sounds of each letter are marked in this dictionary. The marks are shown here as they are used in words you know. They are also at the foot of each page in the dictionary.

**ā** as in **ate**

**ă** as in **at**

**ä** as in **are**

**â** as in **care**

**à** as in **glass**

**ē** as in **we**

**ĕ** as in **met**

**ē** as in **baker**

**ĕ** as in **begin**

**ī** as in **ice**

**ĭ** as in **is**

**ō** as in **old**

**ŏ** as in **not**

**ô** as in **obey**

**ô** as in **or**

**ŏ** as in **soft**

**ū** as in **use**

**ŭ** as in **us**

**û** as in **turn**

**û** as in **unite**

**ōō** as in **shoot**

**ŏŏ** as in **foot**

**ou** as in **about**

**oi** as in **oil**

**tû** as in **nature**

**th** as in **then**

**th** as in **thin**

**zh** as in **garage**



## A

**a'ble** (ā'b'l) 30. The boy is *able* to sit up.

**a bove'** (ā būv') 86. Over. The clouds float *above* the earth.

**\*act** (äkt). 1. Do something. We would *act* as if we were going home. 2. Play a part. Would you like to see us *act* in a play?

**ad dress'** (ä drēs') 48. 1. Place where one lives. My *address* is 5 Riverside Drive. 2. A speech. The Prime Minister will make an *address* over the radio. 3. To direct a letter. Shall I *address* the letter to John? 4. To speak to. Did you *address* me?

**a gainst'** (ä gēnst') 78. Our team is fighting *against* your team. The desk is *against* the wall.

**\*a head'** (ä hēd'). 1. In front. The man was riding *ahead* of us. 2. Farther along than. John is *ahead* of Mary in school.

**air'plane** (ār'plān) 84. Flying machine with wings. The *airplane* flew overhead.

**all right** (ōl rīt) 44. 1. It is *all right* for you to go out today. 2. The doctor said I should be *all right*.

**\*a mong'** (ä mŭng'). In with. Daisies spring up *among* the weeds.

**an'gry** (äng'grī) 48. Joe was *angry* because he could not have the candy.

**\*an nounce'ments** (ä nouns'mēnts). The teacher's *announcements* of the ball games are always clear.

**\*an'y bod'y** (ēn'ī bōd'ī). Any one person. It did not hurt *anybody*.

**an'y one** (ēn'ī wŭn) 38. Anybody. He did not want *anyone* to be unhappy.

**an'y way** (ēn'ī wā) 82. In any case. I shall go to the party *anyway*.

**A'pril** (ā'prīl) 20. The fourth month of the year is *April*.

**aren't** (ärnt) 58. Short form of *are not*. Today there *aren't* many cars on the road.

**arms** (ärms) 48. 1. I fell and hurt my *arm*. 2. The *arm* of the chair is broken.

**ar'my** (är'mī) 30. 1. A very large body of soldiers. 2. A large number. An *army* of men removed the snow.

**ar rived'** (ä rivd') 76. Reached a place. We *arrived* home safely.

**ar'row** (ä'rō) 46. 1. A rod with a pointed end used for shooting from a bow. We

## AUDITORIUM

had a bow and *arrow*. 2. A mark with a pointed end to show direction. An *arrow* points toward the lake.

**au'di to'ri um** (ô' dī tō'rī ūm)

34. A large room. The school held the play in the *auditorium*.

\***au'tumn** (ô'tŭm). The season between summer and winter. In the *autumn* the leaves begin to fall.

**a while'** (à hwil') 44. For a short time. We had to wait *awhile*.

**a woke'** (à wōk') 66. Became awake. He *awoke* early every morning.

## B

**bad'ly** (băd'li) 60. In a bad way. Tom played *badly* and lost. The girl was hurt *badly*.

**band** (bănd) 34. 1. A strip of cloth. I have a *band* around my arm. 2. A group of music players. The school *band* played for the game.

\***bars** (bărz). 1. I can hang on the *bars*. 2. Lions look through the *bars* of the cage.

**base'ball'** (bās'bôl') 70. A game played with a ball and a bat. We enjoyed the *baseball* game yesterday.

## BECOME

**base'ment** (bās'měnt) 76.

The lowest floor in a building. We went down to the *basement*.

\***bas'in** (bās's'n). A wide bowl.

We wash our hands in a *basin*.

**bath** (băth) 54. Every night I take a warm *bath*.

\***bath'robe'** (băth'rōb'). My daddy wears his *bathrobe* after his bath.

\***bay** (bā). 1. Part of a sea or lake. The boat was crossing the *bay*. 2. Red-brown. We spotted a *bay* horse on the trail. 3. A *bay* tree is a small evergreen tree with shiny leaves.

**beach** (bēch) 56. A sandy shore. There is a lot of sand at the *beach* where we swim.

\***beans** (bēnz). 1. We ate our *beans* and bread. 2. Coffee *beans* are seeds of a coffee plant.

**beat** (bēt) 60. 1. Strike again and again. He will *beat* the drums. 2. Did better than. We *beat* the Reds in baseball.

**be came'** (bē kām') 84. Came to be. The bud *became* a beautiful flower.

\***be come'** (bē kŭm'). Come to be. I hope to *become* an aviator.

## BEDROOM

**bed'room'** (běd'rōom') 74. A room to sleep in. You need fresh air in your *bedroom*.

**be gin'** (bě gín') 28. Start. Please *begin* your lessons now.

**be'ing** (bě'ing) 82. From *be*. The lions are *being* fed now.

**be lieve'** (bě lēv') 22. Think to be true. I *believe* what you say.

**\*be lieved'** (bě lēvd'). Columbus *believed* the world was round.

**\*be long'** (bě lōng'). 1. Be part of. I *belong* to the Girl Guides. 2. Be owned by. These pencils *belong* to James.

**\*be low'** (bělō'). Under. 1. Write your name *below* this line. 2. In the box *below* were five kittens.

**\*belt** (bělt). Helen forgot to button the *belt* on her dress

**ber'ries** (běr'iz) 56. *Berries* ripen on bushes. Holly has red *berries*.

**be side'** (bě sid') 38. Near or close to. I stood *beside* John.

**be tween'** (bě twēn') 38. The secret was *between* Tom and Jane. Mother divided the cake *between* us.

**\*big'gest** (big'ěst). Most big. The *biggest* boy caught two fish.

## BOTTOM

**\*black'smith'** (blāk'smith'). A man who makes iron shoes for horses. The *blacksmith* is a strong man.

**blew** (blōō) 51. Did blow. The wind *blew* all day.

**\*blind** (blind). Not able to see. The cat is *blind* in one eye.

**blocks** (blōks) 34. 1. They were three *blocks* from home. 2. Children like to build with *blocks*.

**bloom** (blōōm) 72. Roses are in *bloom* now.

**blow'ing** (blō'ing) 51. The wind is *blowing* the leaves.

**blue'ber'ries** (blōō'běr'iz) 56. We gathered *blueberries* and made a blueberry pie.

**bo'dy** (bōd'ī) 24. Germs may enter the *body* through the mouth.

**bone** (bōn) 36. The dog hid the *bone*.

**boots** (bōōts) 62. Coverings for the feet and the legs. My *boots* keep my feet dry.

**\*both'er** (bōth'ēr). 1. Make trouble for. Don't *bother* your mother when she is busy. 2. Something that causes trouble. Our cat is a *bother*, but we love it.

**bot'tle** (bōt'l) 24. I have a *bottle* of milk. The baby has her *bottle*.

**bot'tom** (bōt'ŭm) 38. The

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; Ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or; ō, soft;

## BOW

lowest part. He slid to the *bottom* of the hill.

**bow** (bō) 46. 1. I like to play with my *bow* and arrow.

2. Please make a *bow* with this ribbon.

**boy's** (boiz) 32. I found the *boy's* book and gave it to him.

**brave** (brāv) 76. 1. The Indians are *brave* people. 2. We saw an Indian *brave*.

**break** (brāk) 54. 1. Burst or crack. If I drop the glass, it will *break*. 2. Force a way. We saw the man *break* through the crowd. 3. Do better than. If our team wins, it will *break* the record for the year.

\***brick** (brīk). 1. A *brick* is a clay block used in paving streets and building houses. 2. Having the shape of a block. Some stores sell *brick* ice cream.

**bridge** (brīj) 42. 1. Road built over water. We drove across the *bridge*. 2. Raised platform. The captain stood on the *bridge* of the ship. 3. A card game. My mother plays *bridge* Wednesday afternoons.

**brok'en** (brō'kēn) 26. From *break*. My doll's leg is *broken*.

**brush** (brūsh) 74. 1. Where

## CABIN

are my comb and *brush*?

2. We walked through the *brush* in the woods.

\***bub'bles** (būb''lz). 1. I like to blow soap *bubbles*. 2. The spring *bubbles* up from the ground.

**build** (bild) 38. The man will *build* a house.

**built** (bīlt) 58. They *built* railroads across the country.

\***bur'ied** (bēr'id). 1. Placed in a grave. The boy *buried* his dog in the garden. 2. Hidden in the ground. The boys are looking for a *buried* treasure.

**bus** (būs) 34. 1. We rode on the *bus*. 2. Meet me at the *bus* station.

**bush'es** (bōosh'ēz) 38. Woody plants smaller than trees. Some birds build nests in *bushes*.

**bus'y** (bīz'ī) 42. The principal is a very *busy* person.

**but'ter** (būt'ēr) 78. *Butter* makes bread taste better.

## C

**cab'in** (kāb'īn) 38. 1. A small house. We lived in a *cabin* at the lake. 2. A small room on a boat. I went back to my *cabin*. 3. The passenger space on an airplane. The plane's *cabin* was warm.

ū, use; ū, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## CAGE

**cage** (kāj) 30. The bars of the tiger's *cage* are strong.

\***cal'en dar** (kāl'ën dēr). A list which shows the days, weeks, and months of the year. The *calendar* shows that my birthday will be on a Wednesday.

**cam'el** (kām'ël) 44. An animal with one or two humps on its back. A *camel* can live long in the desert.

**ca nals'** (kā nālz') 38. *Canals* are dug in order to make short water routes between places.

\***cap'i tal** (kăp'ĩ täl). 1. The chief city of a country or state. Ottawa is the *capital* of Canada. 2. Large letter. Every sentence begins with a *capital*.

**cap'tain** (kăp'tin) 51. 1. An officer in the army or navy. Tom's father is a *captain* in the army. 2. Head of a ship or a team. Dick is *captain* of our baseball team.

**car'a van** (kăr'à vãn) 44. A group of people travelling together. A *caravan* travels on camels in the desert.

**care'ful** (kăr'fööl) 66. Taking care. I'll be *careful* to hook the door.

\***car'riage** (kăr'ij). Something to ride in. The baby rode in her *carriage*.

## CHARGE

**car'ried** (kăr'ĩ'd) 86. Did carry. My mother *carried* her bundles home.

\***car'rots** (kăr'ŭts). Red-yellow vegetables. I like raw *carrots*.

\***cart** (kärt). A wagon with two wheels. The pony pulled the *cart*.

\***carve** (kärv). Cut. Daddy likes to *carve* the turkey.

**cas'tle** (käs'l) 40. A large building that can be defended. The king's *castle* had high walls around it.

**cat'tle** (kăt'l) 36. Cows and bulls on a farm. We found the *cattle* in the meadow.

\***cel'lar** (sěl'ēr). A room under the ground. I went down to the *cellar*.

\***cen'tre** (sěn'tēr). The middle of something. The ball was in the *centre* of the field.

**cents** (sěnts) 17. One hundred *cents* make a dollar.

\***cer'tain** (sŭr'tin). Sure. John was *certain* he would be on time.

**char'ac ters** (kăr'āk tērz) 76. People, often in a play. The important *characters* in the play were the boy and girl.

**charge** (chärj) 40. 1. List as a debt. Please *charge* this to Mother. 2. Cost. The *charge* for each child was ten cents. 3. Care. Mary

ā, ate; ă, at; ä, are; â, care; á, glass; ē, we; ě, met; ě, baker; ê, begin; I, ice; ĩ, is; ō, old; ŏ, not; ô, obey; ô, or; ǒ, soft;

## CHASE

has *charge* of the plants.

4. To attack. The soldiers began to *charge*.

**chase** (chās) 70. Run after to catch or drive away. We saw a dog *chase* a cat.

**cheese** (chēz) 42. A food made from milk. Would you like some *cheese* on your bread?

**chief** (chēf) 46. 1. Most important. Fred's *chief* interest is baseball. 2. Person at the head. The *chief* of the firm is the president.

**chi'na** (chī'nà) 72. Dishes. Our *china* is very old.

\***chose** (chōz). Picked out. Billy *chose* the red ball.

**clear** (klēr) 86. 1. Bright. We will take pictures on a *clear* day. 2. Plainly heard. Mary has a *clear* voice. 3. Make free from something not wanted. The Pilgrims had to *clear* the land of trees.

\***cli'mate** (klī'mīt). Weather during the year. The *climate* in these mountains is cool and dry.

**climb** (klīm) 32. Go up. The children like to *climb* the hill.

**clock** (klōk) 34. What time is it by your *clock*.

\***clos'er** (klōs'ēr). Nearer. Billy came *closer* and *closer*.

## COMPANY

**cloth** (klōth) 72. My coat is made of brown *cloth*.

**clothes** (klōthz) 26. My mother wears pretty *clothes*.

\***clo'ver** (klō'vēr). A small plant with red or white flowers. *Clover* smells sweet.

**club** (klüb) 32. 1. A small heavy stick. I hit the ball with a *club*. 2. A group of persons who like to do the same things. The girl's *club* sews on Tuesday afternoons.

**coast** (kōst) 28. 1. The seashore or the land near it. There are rocks and sand on the *coast*. 2. To slide down. The children like to *coast* down the hill.

**cof'fee** (kōf'ī) 78. A drink made from the seeds of the coffee plant. My father drinks a cup of *coffee* every morning.

**col'lege** (kōl'ēj) 66. A school higher than high school. My brother goes to *college*.

\***col'o nies** (kōl'ō nīz). The thirteen American *colonies* became the United States.

**com'pa ny** (kūm'pā nī) 51. 1. Guests. We had *company* at dinner last night. 2. A group of people working together in business. There is a furniture *company* in our city. 3. A group of soldiers commanded by a major.



## CONTEST

John has a brother in that *company*. 4. We like each other's *company*.

**con'test** (kõn'těst) 66. A game or battle. Our room is having a spelling *contest*.

\***con'ti nent** (kõn'tĩ něnt). A large body of land. Canada is on the *continent* of North America.

**cook'ies** (kõok'iz) 36. Small sweet cakes. I like to eat my mother's *cookies*.

**cool** (kõol) 42. Not warm. We found some *cool* water.

**cor'ner** (kõr'nēr) 82. We ran around the *corner*.

**cost** (kõst) 17. The coat *cost* a hundred dollars.

\***cos'tume** (kõs'tũm). A special dress. I wore a long *costume* in the play.

**coun'tries** (kũn'triz) 58. Brazil and Colombia are *countries* in South America.

**course** (kõrs) 66. 1. A part of a meal. The last *course* of the dinner was ice cream. 2. Direction or route. The plane was blown off its *course*. 3. Of *course* we want to go.

**cov'er** (kũv'ēr) 54. 1. Place something over. You must *cover* canaries at night. 2. A lid. The *cover* was tight.

\***cream** (krēm). 1. Thick part of milk which comes

## DEATH

to the top. Would you like some *cream* in your coffee?

2. The best part of something. The *cream* of the crop was kept.

**creek** (krěk) 38. A small stream of water. We went to the *creek* to catch fish.

**crops** (krõps) 78. Grain, fruit, or vegetables raised and gathered. The *crops* of wheat and corn are good this year.

\***cup** (kũp). Please bring me a *cup* and saucer.

## D

\***dam** (dãm). A *dam* is a wall that holds back the water of a river.

\***dan'ger ous** (dãn'jēr ũs). Not safe. It is *dangerous* to handle scissors carelessly.

**dates** (däts) 64. 1. Fruit. *Dates* grow on palm trees. 2. Special times. Our club meets on certain *dates*.

**daugh'ter** (dõ'tēr) 80. My cousin Mary is the *daughter* of my Aunt Ellen.

**dead** (děd) 24. No longer living. The *dead* bird was buried in the garden.

**death** (děth) 54. The end of life. A letter told of her uncle's *death*.

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ě, met; ē, baker; ê, begin; î, ice; ĭ, is; ō, old; ǒ, not; ô, obey; ô, or; ǒ, soft;



**Dec. 20.** Short form for *December*.

**De cemb'er** (dě sěm'běr) 86. The last month of the year is *December*.

**\*dec'or at ed** (děk'ō rā tēd). 1. Made beautiful. The boys *decorated* the Christmas tree. 2. Gave a medal or a badge to. They *decorated* the soldier for bravery.

**deep** (dēp) 72. 1. The ocean is very *deep*. 2. He has a *deep* voice. 3. She was in a *deep* sleep and it was hard to wake her.

**des'ert** (děz'ērt) 44. A place without water and trees. There are many sandstorms in the *desert*.

**dig ging** (dīg ĭng) 78. I like *digging* the garden.

**\*dikes** (diks). Walls of earth to keep out water. The *dikes* in Holland keep the water from flowing over the land.

**\*dirt** (dûrt). 1. Soil. She has a bucket full of *dirt*. 2. We went on the *dirt* road.

**dirt'y** (dûr'tī) 60. Not clean. Children who play in the mud get *dirty*.

**\*dis missed'** (dīs mīst'). Sent away. The teacher *dismissed* the class.

**\*ditch'es** (dīch'ēz). Narrow hollow places in the earth.

The water runs off the road into *ditches*.

**doc'tor** (dōk'tēr) 24. When I was sick the *doctor* made me well.

**does'n't** (düz'n't) 60. Short form for *does not*.

**dog's** (dōgz) 36. The *dog's* tail was wagging.

**dol'lars** (dōl'ērz) 17. My father gave me two *dollars* to spend.

**\*don'key** (dōng'kī). A *donkey* is smaller than a horse but has longer ears.

**down'stairs'** (doun'stārz') 26. On or to the lower floor. He took us *downstairs*.

**\*down'town'** (doun'toun'). I am going *downtown* to do some shopping.

**\*Dr.** Short form for *doctor*.

**dream** (drēm) 82. 1. Something seen as if in a picture during sleep. Last night I had a *dream* about school. 2. Have a dream. I like to *dream* about swimming.

**drew** (drōo) 62. 1. Pictured with pen or pencil. George *drew* this picture. 2. Pulled. The horse *drew* the load up the hill. 3. Took by chance. We *drew* names yesterday.

**dried** (drīd) 64. Made dry. I washed and *dried* my hands and face.

## DRIVE

**drive** (drīv) 30. Mother likes to *drive* the car.

\***drop** (dröp). 1. Let fall. Did you *drop* that spoon? 2. A small bit of liquid. There is a *drop* of water on the floor.

**dropped** (dröpt) 22. Did drop. Brother *dropped* one of my small cups.

**drove** (drōv) 84. Did drive. 1. Mother *drove* the car to the market. 2. We *drove* the crows away from the corn.

\***dug** (düg). From *dig*. We *dug* holes in the sand. Potatoes must be *dug* out of the ground.

**dur'ing** (dūr'ing) 28. Within the time of. What did you do *during* the holidays?

## E

**earth** (ârth) 36. 1. The world. The *earth* is round. 2. The ground. He dug into the soft *earth*.

\***east** (ēst). A direction. The sun rises in the *east*. John lives two miles *east* of here.

**Eas'ter** (ēs'tēr) 70. *Easter* is a spring holiday. We go to church on *Easter* Sunday.

**easy** (ēz'ī) 68. Not hard to do. The game is *easy* to play.

**eat'en** (ēt'n) 64. From *eat*.

## EVEN

The children have *eaten* all the candy.

**ei'ther** (ē'thēr) 84. One or the other. *Either* you or I will go to the store.

\***elec'tric'i ty** (ē lēk'trīs'ī tī). Our fan is run by *electricity*. *Electricity* flows through wires and gives us light, heat, and power.

**el'e phant** (ěl'ē fānt) 68. Largest four-footed animal. The *elephant* has a very long trunk and large ears.

\***emp'ty** (ēmp'tī). Holding nothing. The candy box is *empty*.

\***en'e my** (ēn'ē mī). A person or country that is against another. They started to fight the *enemy*.

**Eng'lish** (ing'glīsh) 48. 1. The people of England. The *English* are our friends. 2. A language. *English* is spoken in many places besides England and Canada.

**Eve** (ēv) 80. The evening or the day before. Christmas *Eve* is the day before Christmas.

**e'ven** (ē'vēn) 36. 1. Make the space *even* on both sides. 2. We shall go to the party *even* if it rains. 3. Bobby wants *even* more than his share of the candy. 4. *Even* babies like ice cream.

---

ā, ate; ă, at; ă, are; â, care; á, glass; ē, we; ě, met; ē, baker; ê, begin; ī, ice; ĭ, is; ō, old; ǒ, not; ô, obey; ô, or; ǒ, soft;

## EVERYBODY

**ev'er y bod'y** (ěv'ěr ĭ bod'ĭ)

**34.** Everyone. *Everybody* likes apple pie.

**ev'er y where'** (ěv'ěr ĭ hwâr')

**86.** In all places. *Everywhere* they looked they saw water.

**ex cept'** (ěk sěpt') **66.** Leaving out, or not counting. We skate every day *except* Sunday.

**ex cit'ing** (ěk sīt'ing) **66.** Stirring up feelings. He told his mother the *exciting* news. The game is *exciting*.

## F

**fair'y land** (fâr'ĭ lănd) **40.**

A place where fairies live. In *fairyland* everything is strange and beautiful.

**fa'mous** (fā'mŭs) **86.** Well-known. He was a *famous* artist.

**farm'er's** (fār'měrz) **60.** The *farmer's* crop of wheat is very good.

**far'ther** (fār'thēr) **68.** At a greater distance. Jane lives two blocks *farther* from school than Nancy.

**fas'ten** (fās'n) **56.** Join things to make them stay. He will *fasten* the gate.

**fa'ther's** (fā'thērz) **26.** My *father's* car is red.

**fa'vour ite** (fā'vēr ĭt) **34.** Best-liked person or thing. My

*favourite* is chocolate cake; **feast** (fēst) **46.** A special meal. We had a *feast* on my birthday.

**Feb. 20.** Short form for *February*.

**Feb'ru ar'y** (fěb'rŭŏ ěr'ĭ) **20.** The second month of the year is *February*.

**feel** (fēl) **32.** 1. To touch. Let me *feel* the dog. 2. To be. I *feel* happy.

**felt** (fēlt) **86.** Did feel. The captain *felt* sorry for the man.

**fence** (fěns) **38.** The *fence* around our yard is high.

**fif'teen'** (fĭf'tēn') **74.** A dime and a nickel make *fifteen* cents.

**fifth** (fĭfth) **74.** 1. One of five equal parts. Each of the five boys had a *fifth* of the ice cream. 2. The next after fourth. Your seat is in the *fifth* row.

**fif'ty** (fĭf'tĭ) **84.** I paid *fifty* cents for this game.

**filled** (fĭld) **28.** Made full. The girls *filled* the basket with berries.

**fi'nal ly** (fi'năl ĭ) **66.** At last. He *finally* reached Mexico.

**fin'ger** (fĭng'gēr) **64.** The little *finger* on my left hand is weak.

**fin'ished** (fĭn'isht) **76.** Brought to an end. I *finished* my work on time.

ū, use; ū, us; ŭ, turn; ŭ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## FIRECRACKERS

**fire'crack'ers** (fir'kräk'ërz)

80. When you light *fire-crackers*, they burst with a loud noise.

**fire'place'** (fir'pläs') 36. A place where fires are built. They sat down by the *fire-place*.

**\*fish'er man** (fish'ër män). Every *fisherman* likes to catch many fish.

**\*fish'er men** (fish'ër mën). The three *fishermen* went fishing together.

**fixed** (fikst) 54. Did fix. Father *fixed* my broken wagon.

**flew** (flō) 62. Did fly. The airplane *flew* high up in the sky.

**flood** (flūd) 46. A flow of water over land that is usually dry. The heavy rains caused a *flood* in the valley.

**fol'lowed** (fōl'ōd) 28. Went behind. My cat *followed* my sister home from town.

**\*fond** (fōnd). Pleased by. I am *fond* of sweets.

**form** (fōrm) 22. 1. Shape. A ball is round in *form*. 2. To make. We are trying to *form* good habits.

**fort** (fōrt) 80. A building used to defend people. We built a

## FURNITURE

*fort* to protect us from the enemy.

**\*forth** (fōrth). Forward. The rope swung back and *forth*.

**four'teen'** (fōr'tën') 74. Six and eight are *fourteen*.

**fourth** (fōrth) 80. 1. One of four equal parts. Twenty-five cents is one *fourth* of a dollar. 2. Next after third. I am in the *fourth* grade.

**fox** (fōks) 68. A small wild animal that looks like a dog. The fur of the *fox* is used on coats.

**free** (frē) 30. 1. Not held back. The dog is *free* to run. 2. Not costing anything. The show is *free*. 3. Clear. Is the street *free* of snow?

**fresh** (frësh) 64. 1. New. We eat *fresh* fruit every day. 2. Not salty. Salmon are hatched in *fresh* water.

**friend'ly** (frënd'li) 48. Like a friend. The children are very *friendly*.

**fright'ened** (frit''nd) 44. Made afraid. The wild animals *frightened* me.

**frog** (frōg) 68. A *frog* lives on land and in water.

**\*fro'zen** (frō'z'n). From *freeze*. Turned into ice. The lake was *frozen*.

**fur'ni ture** (fûr'nĩ tûr) 26. Chairs and tables are pieces of *furniture*.

a, ate; ä, at; ä, are; â, care; á, glass; ē, we; ě, met; ē, baker; ê, begin; î, ice; ĩ, is; ô, old; ō, not; ô, obey; ô, or; ō, soft;

## G

\***ga rage'** (gā rāzh'). We keep our automobile in the *garage*.

\***gate** (gāt). A door in a fence or wall. The *gate* is closed.

**gath'er** (gāth'ēr) 64. 1. Bring together. I like to *gather* leaves. 2. Come together. The boys and girls *gather* on the playground.

\***gay** (gā). 1. Happy. We had a *gay* time at the party. 2. Bright in colour. My red dress is very *gay*.

**ghost** (gōst) 22. Spirit of a dead person. She dressed like a *ghost* at the party.

**gi'ant** (jī'ānt) 40. 1. A very big, strong man. He looked like a *giant*. 2. Very large. It was a *giant* engine.

**girl's** (gūrlz) 70. The little *girl's* dress was red.

\***glaci'ers** (glā'shērz). Slowly moving fields of ice. At one time much of our country was covered with *glaciers*.

**glass** (glās) 26. 1. Windows are made of *glass*. 2. Would you like a *glass* of water? 3. Look at yourself in the *glass*. 4. We have a *glass* top on our library table.

**goats** (gōts) 42. Animals somewhat like sheep. *Goats* give milk.

**gold** (gōld) 28. A valuable yellow metal. That watch is made of *gold*.

**gold'en** (gōld'ēn) 40. Shiny and yellow like gold. I saw a girl with *golden* hair.

\***gold'fish'** (gōld'fish'). Fish of golden or orange colour. The *goldfish* is swimming in his bowl.

**good'-bye'** (gōod'bī') 28. My mother and father said *good-bye* to us when we left.

\***goose** (gōos). A large bird with a long neck. The *goose* can swim.

\***grab** (grāb). Take hold of suddenly. The fox started to *grab* the bird.

\***grand** (grānd). I had a *grand* time. The sunset was *grand*. The band played *grand* music.

\***grand'fa'ther's** (grānd'fā'thērz). My *grandfather's* wife is my grandmother.

**grand'moth'er's** (grānd'mūth'ērzh) 26. My mother is my *grandmother's* daughter.

**grew** (grōo) 34. 1. Became larger. The boy *grew* two inches during the year. 2. Became. It *grew* warmer.

**grown** (grōn) 22. 1. Become larger. I have *grown* three inches in the past year. 2. What will he be when he is

*grown up?* 3. Raised. Rice is *grown* in China.

## H

**ha** (hä) 40. 1. A sign of joy. *Ha!* I've found you. 2. The sound of laughter. "*Ha! Ha! Ha!*" laughed Dick.

**hand'ker chiefs** (hǎng'kēr chīfs) 72. I have two big *handkerchiefs* in my pocket.

**hang'ing** (hǎng'ing) 64. Held from above. There are cherries *hanging* on the trees.

**hard'ly** (hǎrd'ly) 76. 1. Only just. I've *hardly* seen her. 2. Probably not. There will *hardly* be time for that.

**\*has'n't** (hǎz'n't). Short form for *has not*. He *hasn't* seen my dog.

**\*hate** (hāt). Dislike very much. The enemies *hate* each other.

**\*health'y** (hě'l'thī). Well. Milk makes children *healthy*.

**heart** (härt) 24. 1. The part of the body that pumps blood. My *heart* is beating. 2. A valentine. We send a *heart* to Mother on Saint Valentine's Day. 3. Centre. Madrid is in the *heart* of Spain. 4. Memory. I learned the music by *heart*.

**heav'y** (hěv'ī) 44. Of great weight. Iron is *heavy*. They

put *heavy* rocks on the tent. **held** (hěld) 82. Did hold. Mother *held* the baby in her arms.

**hel lo'** (hě lō') 24. A greeting. Tom said *hello* as soon as he came into the room.

**\*he's** (hēz). Short form for *he is*.

**hid** (hīd) 76. Did hide. I *hid* the book where you cannot find it. I *hid* from him.

**high'er** (hī'ēr) 58. Taller. That wall is *higher* than this one.

**\*high school** (hī skōol). I must go to *high school* before I can go to college.

**him self'** (hīm sělf') 60. Tony *himself* gave me the note. He said the poem to *himself*.

**his'to ry** (hīs'tō rī) 66. The story of past events. We learned about Wolfe in *history*.

**\*hob'by** (hōb'ī). Something we like to do in spare time. Collecting stamps is a good *hobby*.

**hol'i day** (hōl'ī dā) 80. Day on which no work is done. Christmas is a *holiday*.

**hour** (our) 40. 1. Period of time. There are sixty minutes in an *hour*. 2. Time of day. At what *hour* do you go to school?

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ī, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or; ô, soft;



## HUGE

\***huge** (hūj). Very large. An elephant is a *huge* animal.

**hung** (hǔng) 64. Did hang. He *hung* his coat in the hall.

**hun'gry** (hǔng'grī) 48. Wanting food. I am *hungry* every day before lunch. The trees give fruit for *hungry* people.

\***hunt'er** (hǔn'tēr). One who hunts. The *hunter* killed a deer.

\***hur'ried** (hūr'id). 1. Worked fast. James *hurried* to finish his reading lesson. 2. Moved fast. I *hurried* because I did not want to be late to dinner.

**hur'ry** (hūr'ī) 51. Move quickly. *Hurry* home from school.

**hut** (hǔt) 46. A small rough building. We built a *hut* in the woods.

## I

**I'd** (id) 56. Short form for *I would* or *I had*. If I felt good, *I'd* want to go out.

**ill** (īl) 24. Sick. My mother is *ill* today, and I have to stay home and help her.

**im por'tant** (īm pōr'tănt) 64. Of great worth. Christmas is an *important* holiday. It is *important* to speak clearly.

\***inch** (īnch). An *inch* is one twelfth of a foot.

## JESUS

**inch'es** (īnch'ēz) 30. There are twelve *inches* in a foot. My dog can jump over a string nine *inches* high.

\***in'sects** (īn'sēkts). Flies and other bugs with six legs are called *insects*.

**in stead'** (īn stēd') 28. In place of. We had beans *instead* of carrots for lunch. My sister can't come, so I came *instead*.

**in vit'ed** (īn vīt'ēd) 34. Asked to come as a guest. I *invited* the girls and boys in my class to my Hallowe'en party.

\***ir'ri ga'tion** (īr'ī gā'shŭn). Bringing water to land that is dry. *Irrigation* is often done by means of ditches.

**is'land** (ī'lănd) 56. An *island* is land with water all around it.

## J

\***jail** (jāl). Place in which one is locked up. People who steal are often put in *jail*.

**Jan.** 20. Short form for *January*.

**Jan'u ar'y** (jăn'ū ēr'ī) 74. The first month of the year.

\***Je'sus** (jē'zŭs). *Jesus* started the Christian belief. We learn about *Jesus* in Sunday school.

ū, use; ū, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.



# JOB

- \***job** (jǒb). Work. Frank's father has a *job* in the mill.  
**jol'ly** (jǒl'ĭ) **80**. Full of fun. We had a *jolly* time at the party. Most of the Dutch people are *jolly*.  
 \***jour'ney** (jûr'nĭ). A trip. We went on a *journey* around Canada.  
**juice** (jōos) **64**. I like orange *juice*.  
**Ju ly'** (jōo lĭ') **80**. The seventh month of the year.  
 \***June** (jōon). The sixth month of the year.  
**jun'gle** (jŭng'g'l) **46**. In the *jungle*, bushes and trees grow so thick that it is hard to move through them.

# K

- kids** (kĭdz) **42**. 1. Children. The *kids* are playing ball. 2. *Kids* are little goats.  
 \***kit'ty** (kĭt'ĭ). Pet name for a kitten. Our *kitty* loves to play.  
**knocked** (nǒkt) **40**. Struck with a fist or hard object. Mary *knocked* on the door.

# L

- la'dy** (lā'dĭ) **24**. The *lady* over there is my mother.  
**laid** (lād) **24**. From *lay*. A book was *laid* on the table. The big hen *laid* a big egg.

# LOAD

- lan'guage** (lǎng'gwĭj) **48**. The speech of a nation. English is the *language* we speak.  
**larg'est** (lār'jĕst) **54**. The *largest* river basin in the world is in South America.  
**lay** (lā) **22**. 1. To put. Please *lay* the package here. 2. Did lie. We *lay* on the grass for a while.  
 \***la'zy** (lā'zĭ). Not willing to work. Andy was too *lazy* to help in the store.  
 \***lead** (lēd). 1. Show the way. I will *lead* the people there. 2. Tommy will *lead* the band.  
 \***lead** (lēd). A gray metal. The bullet was made of *lead*.  
 \***let's** (lēts). Short form for *let us*. *Let's* go shopping.  
**life** (lif) **17**. 1. He spent most of his *life* in London. 2. They have a hard *life*. 3. He saved his uncle's *life*.  
**li'on** (lĭ'ŭn) **68**. The *lion* is roaring in his cage.  
**lis'ten** (lĭ's'n) **22**. 1. Hear. I *listen* to him on the radio. 2. Pay attention. Henry will *listen* to what his father says.  
 \***liv'ing-room** (lĭv'ĭng rōom). The piano is in the *living-room*.  
 \***load** (lōd). 1. Something that is carried. Camels can carry a big *load*. 2. To put

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ǒ, not; ô, obey; ô, or; ǒ, soft;

## LONESOME

on or in something. I like to *load* hay on a wagon.

\***lone'some** (lōn'sŭm). I am *lonesome* without my brother.

\***long'er** (lōng'gēr). 1. The chains were made *longer*. 2. Brick houses last *longer* than wooden ones.

**loose** (lōos) 76. 1. Free. The dog was tied and couldn't get *loose*. 2. Not tight. We sleep in *loose* clothes. 3. Open. My belt came *loose*.

**loud** (loud) 72. The alarm clock makes a *loud* noise.

**love'ly** (lŭv'li) 86. 1. Beautiful. The roses are *lovely*. 2. Lovable. The baby is *lovely*.

\***luck** (lŭk). 1. Something that seems to come by chance. I had good *luck* in finding George at home. 2. Good fortune. Mother gave me a kiss for *luck*.

\***ly'ing** (li'ing). 1. Stretched out flat. He was *lying* in bed. 2. Saying something that is not true. He was *lying* when he said I hit him.

## M

\***man's** (mănz). I looked at the *man's* newspaper.

**Mar.** 60. Short form for *March*.

## MAYBE

**March** (mărch) 48. The third month of the year.

**mark** (mărk) 42. 1. Make a *mark* on the blackboard. 2. My teacher will *mark* my paper. 3. My *mark* in spelling was A. 4. *Mark* the last line you read. 5. Robins *mark* the coming of spring.

**mar'ket** (măr'kēt) 17. A place where food is sold. We went to the *market* to buy meat.

**mar'ried** (măr'id) 70. My father *married* my mother. 2. Ray has a *married* sister.

**mas'ter** (măs'tēr) 44. 1. The head of a house, school, or ship. Tom Smith was made *master* of the ship. 2. The owner of an animal. Jumbo obeyed his *master*.

\***match'es** (măch'ěz). 1. Playing with *matches* is dangerous. 2. My hat *matches* my dress.

\***mat'ter** (măt'ēr). 1. Trouble. What is the *matter* with Jane? 2. The thing that is being thought about. The *matter* was settled. 3. To make a difference. That doesn't *matter*. 4. It is all right no *matter* how old you are.

**May** (mā) 74. The fifth month of the year.

**may'be** (mă'bē) 40. *Maybe*

û, use; ŭ, us; û, turn; û, unite; ôo, shoot; ôo, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## MEANS

Santa will bring me a bicycle for Christmas.

**means** (mēnz) 28. 1. That red light *means* danger. 2. I think he *means* that he can't help you. 3. Way. They had no *means* of attracting anyone's attention. Automobiles are a *means* of travel.

**meet** (mēt) 44. 1. Come together with. *Meet* me at the corner. I must *meet* my brother at four o'clock. 2. Come to know a person. I am glad to *meet* you. 3. Place where people come together. We are going to the athletic *meet*.

**met** (mět) 40. Did *meet*. We *met* my cousin at the party. Have you *met* my mother?

**miles** (milz) 84. 1. It takes about forty minutes to walk two *miles*. 2. Long distance. People for *miles* around were afraid.

**\*mill** (mīl). We grind corn in the *mill*. Wool goes to the *mill* to be made into yarn.

**mind** (mīnd) 42. 1. Obey. The little mouse would *mind* his mother. 2. Be unwilling to do something. I wouldn't *mind* helping you if I had the time. 3. Feel bad or angry. I wouldn't *mind* if

## NEARER

you used my pen. 4. Take care of. Will you *mind* the baby while I am gone? 5. What we use in thinking. A person who goes to college should have a good *mind*.

**\*min'ute** (mīn'it). 1. A measure of time. There are sixty seconds in a *minute*. 2. A very short time. She listened for a *minute*, then went in. Every *minute* it looks better.

**Mon'day** (mūn'dī) 20. The day after Sunday.

**moth'er's** (mūth'ēr) 26. My *mother's* hand was sore.

**mouse** (mous) 24. A small gray animal. A *mouse* can run into a hole very fast.

**move** (mōōv) 86. 1. Change one's place. We plan to *move* to another house. The dog could not *move* because it was hurt. 2. Put in another place. *Move* your chair over there. 3. In a game, a person's turn to play. It is your *move*.

## N

**na'tives** (nā'tīvz) 46. We are *natives* of Canada because we were born in this country.

**\*near'er** (nēr'ēr). More near. The library is *nearer* my

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ê, begin; î, ice; î, is; ô, old; ô, not; ô, obey; ô, or; ô, soft;

## NEARLY

home than the school is. Friday is *nearer* Sunday than Thursday is.

**near'ly** (nēr'li) 44. Almost.

We *nearly* won the game.

It is *nearly* Christmas time.

**neck** (nĕk) 82. The *neck* is between the head and the shoulders.

**\*neigh'bour's** (nā'bērz). Belonging to a person who lives not far from you. My *neighbour's* dog is very friendly.

**New Year's** (nū yērz) 80. January 1. *New Year's* Day is the first day of a new year.

**\*nick'el** (nĭk'ĕl). 1. A metal that looks like silver. 2. A five-cent piece. I paid a *nickel* for this bar of candy.

**noise** (noiz) 82. A loud sound. The train makes a *noise*.

**noon** (nōon) 42. 1. Twelve o'clock in the daytime. 2. The middle of the day. We eat lunch at *noon*.

**north** (nôrth) 51. When you face the rising sun, you can point *north* with your left hand. Quebec is *north* of Montreal. The farther *north* we go, the colder it gets.

**\*note** (nōt). 1. Short message in writing. Mother sent a *note* to the teacher. 2. Something written down

## OLDER

to help one remember. He made a *note* of that. 3. Musical tone. Play that *note* on the piano. 4. Pay attention to. *Note* that all the children are playing ball.

**Nov. 20.** Short form for *November*.

**No vem'ber** (nō vēm'bēr) 48.

The eleventh month of the year. Remembrance Day comes in *November*.

**num'ber** (nŭm'bēr) 28. 1. A *number* tells how many. Twenty-five is a *number*. 2. A figure used to point out one thing from many others like it. What is the *number* of your apartment? 3. A *number* of children means several or many children.

## O

**oak** (ōk) 70. A tree that has very hard wood and bears acorns. The wood of the *oak* is used for furniture.

**o a'sis** (ō ā'sis) 44. An *oasis* is a green spot in the desert. Water is found at an *oasis*.

**Oct. 20.** Short form for *October*.

**Oc to'ber** (ōk tō'bēr) 74. The tenth month of the year.

**\*old'er** (ōld'ēr). More old. My big brother is two years *older* than I.

û, use; ũ, us; ù, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## UGHT

\***ought** (ôt). Should. We all *ought* to obey our parents.

**owl** (oul) 24. A bird with a big head, short beak, and large eyes. The *owl* sits very still in the tree.

## P

**pack** (păk) 84. 1. To fill by putting things together closely. Jack will *pack* his suitcase. 2. A bundle. The soldier carried a *pack* on his back. 3. To crowd together. The children will *pack* the assembly room. 4. A crowd of people, animals, or things is sometimes called a *pack*.

\***pack'age** (păk'ij). A box or bundle of things packed together. I have a *package* of chewing gum.

\***pag'es** (pă'jěz). 1. There are one hundred *pages* in this book. 2. Boys who carry messages are called *pages*.

**paint** (pānt) 32. 1. Let us *paint* the kitchen green. 2. My father wants to *paint* a picture of trees covered with snow. 3. *Paint* is very sticky.

\***palm** (pām). 1. The inside of the hand between the wrist and the fingers. 2. A *palm* tree has a tall trunk and all its leaves at the top.

## PAY

**pan** (păn) 36. A metal dish used in cooking. A *pan* has no cover.

**pants** (pănts) 32. 1. Breathes hard and quickly. My dog *pants* after a long run. 2. The lower part of a boy's or man's suit. I wear long *pants*.

**parade'** (pă rād') 80. A large show which moves past crowds of people who watch. In the circus *parade* there are many people and animals.

**par'ents** (păr'ěnts) 70. Your father and mother are your *parents*.

**pass** (pàs) 44. 1. Did you get a *pass* to leave school early? 2. When you *pass* the school, look for your teacher. 3. Did you *pass* your spelling test?

**past** (pást) 76. 1. Gone by. We have had a lot of fun during the *past* year. 2. By. I just saw my teacher go *past* the house.

**pas'ture** (păs'tûr) 78. Land on which there is grass for animals. There are fifty cows eating in this *pasture*.

\***path** (pâth). A narrow road used for walking. There is a pretty *path* around the lake.

**pay** (pā) 17. 1. Tom did not *pay* attention to his teacher. 2. It does not *pay*

ă, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; î, ice; ĭ, is; ô, old; ô, not; ô, obey; ô, or; ô, soft;

## PENNY

## POLE

to be so smart. 3. The man asked for his *pay* cheque. 4. I'll *pay* back the dime you lent me. 5. The people went to *pay* their dues. 6. You could *pay* us a visit.

**pen'ny** (pě'n'í) 17. One cent. I bought candy with my *penny*.

**pe'ri od** (pēr'í ũd) 74. 1. A length of time. Lunch *period* is an hour long. 2. There is a *period* at the end of this sentence.

**per'son** (pŭr's'n) 58. A man, woman, or child is a *person*.

**pi'geons** (pĭj'ŭnz) 30. We fed bread crumbs to the *pigeons* in the park.

**\*pile** (pĭl). The boy hid behind a *pile* of snow.

**Pil'grims** (pĭl'grĭmz) 48. The early settlers in America were called *Pilgrims*.

**\*pipe** (pĭp). 1. Daddy smokes a *pipe*. 2. Water comes through the *pipe*.

**\*plains** (plānz). Flat country. Many Indians lived on the *plains*.

**\*plane** (plān). Short for *airplane*. He saw the big transport *plane*.

**\*plan ta'tion** (plān tā'shŭn). A large farm. He lived on a *plantation*. My father visited a large rubber *plantation* in South America.

**\*play'ful** (plā'fŭol). My puppy is nearly always *playful*.

**\*play'house'** (plā'hous'). A small house for children to play in.

**plen'ty** (plĕn'tĭ) 84. More than enough. There is *plenty* of fruit.

**\*plough** (plou). 1. Break up and turn over the soil with a machine. We must *plough* the ground before we plant the seed. 2. A machine that breaks up and moves something. The snow *plough* cleared the streets.

**pock'et** (pŏk'ĕt) 17. I have a *pocket* in my dress.

**po'em** (pō'ēm) 36. We read a long *poem* about Hiawatha.

**\*point** (point). 1. My pencil *point* is broken. He looked from a high *point*. The roof came to a *point*. 2. Don't *point* your finger at me! 3. The water has come to the boiling *point*. 4. The main *point* of the talk was that we needed a new school.

**\*po'lar** (pō'lēr). Lying around the North or the South Pole. The climate in *polar* regions is cold.

**pole** (pŏl) 32. 1. The vines were climbing a *pole*. 2. Who discovered the North *Pole*? 3. A *Pole* is a person who comes from Poland.

ŭ, use; ũ, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tŭ, nature; th, then; th, thin; zh, garage.



## POLICE

**po lice'** (pō lēs') 80. The *police* keep order in the streets.

**pond** (pōnd) 56. A small body of water. There are lots of fish in the *pond*.

**\*post** (pōst) 1 A monkey can curl his tail around a *post*. 2. Put up a notice. John will *post* the dates of the ball games. 3. Mail. Will you *post* my letter?

**po ta'toes** (pō tā'tōz) 82. Do you like white or sweet *potatoes* better?

**pounds** (poundz) 17. The man weighs two hundred *pounds*.

**\*prac'tise** (prāk'tis). We are going to *practise* our songs. Every afternoon the boys *practise* shooting with bows and arrows.

**Pres.** 68. Short form for *President*.

**pres'i dent** (prēz'ī dēnt) 68. Mr. Jones was the *president* of our club.

**prince** (prīns) 62. A *prince* is the son of a king. The main characters were the *prince* and the princess.

**prin'cess** (prīn'sēs) 62. The daughter of a king is called a *princess*.

**\*prin'ci pal** (prīn'sī pāl). 1. The chief person. The *principal* is the head of our school. 2. Most important.

## QUEER

Ralph was the *principal* character in the play.

**prize** (priz) 80. A reward. Robert got first *prize*.

**\*pro tect'** (prō tēkt'). Keep from harm. The wall is to *protect* us. She can *protect* the baby.

**\*proud** (proud). Pleased with oneself. I was very *proud* when Daddy said I could go.

**P.S.** 32. Short form for *postscript*; something added after a letter is finished.

**pump'ing** (pūmp'ing) 78. Forcing water or air out of or into. We were *pumping* air into tires.

**\*pup** (pūp). A young dog. I have had my dog since he was a *pup*.

**pu'pils** (pū'p'lz) 34. There are twenty *pupils* in my class.

**\*pup'pies** (pūp'iz). The *puppies* were born last week.

**\*push** (pōosh). 1. He gave her a *push*. 2. The big boys would not *push* the little girls.

**put'ting** (pōot'ing) 56. We are *putting* the decorations on the Christmas tree.

## Q

**queer** (kwēr) 76. Strange. *Queer* things happen. That bird looks very *queer*.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or; ō, soft;



## QUICK

\***quick** (kwĭk). Fast. Bobby is a *quick* worker.

\***quick'ly** (kwĭk'li). Fire can spread *quickly* among wooden buildings.

\***quit** (kwĭt). Stop. You must *quit* being late.

## R

**race** (rās) 51. 1. I will run a *race* with you. There is going to be an ice-skating *race*. 2. I will *race* you to the corner. 3. The trains *race* across the country.

**rai'ny** (rān'ī) 46. We do not play outdoors on *rainy* days.

**raise** (rāz) 22. 1. Make grow. I helped my mother *raise* beans. 2. Make higher. I am going to *raise* the picture. 3. Lift up. *Raise* the cover to see what is in the pot.

\***raised** (rāzd). 1. Crops cannot be *raised* without water. 2. People *raised* tobacco. 3. He *raised* the cage.

\***rake** (rāk). Gather together with a tool that has teeth like a comb. I like to *rake* the leaves in the yard.

**rath'er** (rāth'ēr) 60. 1. More willingly. I would *rather* sleep in my own bed than in my brother's. 2. Somewhat. It was *rather* damp.

## ROCK

**reached** (rēcht) 82. 1. Came to. She *reached* her grandmother's house at five o'clock. 2. Stretched one's arm. Bobby *reached* under the bed for his slippers.

**re'al** (rē'āl) 54. The paper roses looked *real*.

**re'al ly** (rē'āl ī) 66. You *really* have school spirit. The dinner was *really* good.

\***rea'son** (rē'z'n). She knows the *reason* why he was not in school.

**rein'deer'** (rān'dēr') 51. A kind of deer found in cold countries. Santa got his *reindeer* ready for the long trip. The Eskimos follow the *reindeer*.

**re port'** (rē pōrt') 66. 1. Account or story. We will give you a *report* of our meeting. 2. Tell about. The boys will *report* the news.

**rest** (rĕst) 68. 1. He sat down to *rest*. 2. I want to play the *rest* of the game.

**rice** (ris) 46. Much *rice* is grown in China.

**rich** (rĭch) 17. 1. Having much money. He married a *rich* girl. 2. Good for producing large crops. The soil was *rich*.

**rock** (rōk) 48. 1. A rather large stone. They came to a big *rock*. 2. Move from

## ROOF

side to side or forward and backward. The mother will *rock* the baby to sleep.

**roof** (rōof) 46. Top of a building. The *roof* of the house is made of tin.

**\*rough** (rūf). Not smooth or gentle. I don't like *rough* rides. The road was *rough*.

**\*row** (rō). 1. Use oars to move. I like to *row* a boat. 2. It is a short *row* across the lake. 3. A line. The first *row* wins.

**\*rul'er** (rōol'ēr). 1. A king is a *ruler*. 2. You can draw a straight line if you use a *ruler*.

## S

**sad** (sād) 82. The girl was *sad* because she could not go to the party. I felt badly when I heard the *sad* news.

**sail** (sāl) 72. 1. A large piece of cloth put on a ship to catch the wind. All at once the *sail* ripped. 2. To go on a ship. The big boy wished he could *sail* around the world.

**\*salt** (sôlt). *Salt* makes food taste better.

**\*Sat.** Short form for *Saturday*.

**save** (sāv) 62. 1. Why don't

## SHINING

you take a bite of the cake and *save* the rest for later?

2. You can *save* a life.

**scared** (skârd) 22. 1. Afraid. Canaries aren't *scared* of us. 2. Made afraid. The snake *scared* us.

**school'house'** (skōol'hous') 70. We are proud of our new *schoolhouse*.

**\*screamed** (skrēmd). Cried loud. The baby *screamed* when he fell.

**sea'son** (sē'z'n) 74. 1. Winter is the cold *season* of the year. 2. A special time. The baseball *season* opens in April. 3. We *season* the soup with salt.

**seemed** (sēmd) 62. Everybody *seemed* willing to do the work.

**sell** (sěl) 17. The farmers *sell* wool. The man tried to *sell* me a ticket for the play.

**\*Sept.** Short form for *September*.

**\*shake** (shāk). We will *shake* the tree. Will you *shake* hands with me?

**shaped** (shāpt) 58. The cakes are *shaped* like hearts and stars.

**\*sharp** (shārp). A *sharp* knife cuts well. The owl's beak is *sharp*.

**\*shin'ing** (shīn'ing). The sun was *shining* when I left.

ā, ate; ā, at; ā, are; â, care; ä, glass; ē, we; ě, met; ě, baker; ě, begin; I, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or; ô, soft;

## SHOOK

\***shook** (shōök). Did shake.  
The baby *shook* his rattle.

**shop** (shōp) 17. 1. Store.  
There was a Christmas tree  
in the *shop*. 2. Go from  
store to store to look for  
something to buy. I have  
to *shop* for a new suit.

\***shop'ping** (shōp'ing). 1. I  
want to go *shopping* down-  
town. 2. Have you done  
your *shopping* for Christ-  
mas?

**shore** (shōr) 51. Land that  
touches an ocean or lake.  
We saw some boats on the  
*shore*.

**short** (shōrt) 30. 1. It was  
such a *short* way that we  
left our hats at home. 2.  
The bear's tail is *short*.

\***shut** (shūt). 1. Close. He  
forgot to *shut* the window.  
2. Closed. The door was  
*shut*.

\***side'walk** (sīd'wōk'). The  
part of a street where people  
walk. Automobiles cannot  
go on the *sidewalk*.

**sight** (sīt) 72. 1. The trees  
were a very pretty *sight*.  
A strange *sight* met my eyes.  
2. She dropped out of *sight*.

\***sign** (sīn). 1. The *sign* tells  
which way to go. 2. Please  
*sign* my autograph book.  
3. I looked all over, but  
there was no *sign* of my dog.

## SLIPPED

**silk** (sīlk) 72. 1. *Silk* is made  
from cocoons. 2. Mother  
wears *silk* stockings.

**sil'ver** (sīl'vēr) 62. A white  
metal which shines when  
it is polished. My knife  
and fork are made of *silver*.  
A dime is a *silver* coin.

**sin cere'ly** (sīn'sēr'li) 32.  
Honestly. I *sincerely* like  
my teacher. I wrote "*Sin-  
cerely* yours" at the end of  
my letter.

**sing'ing** (sīng'ing) 42. The  
birds are *singing*. That is  
the best *singing* I have ever  
heard. The children are  
*singing* and dancing to the  
music.

**sis'ter's** (sīs'tērz) 26. We  
went to see my *sister's* baby.

**size** (sīz) 58. I have a cousin  
about my *size*. What *size*  
shoes do you wear?

\***ski** (skē). 1. Run or jump  
over snow on long narrow  
pieces of wood fixed to  
one's shoes. I like to *ski*  
every winter. 2. I have  
new *ski* pants.

**slept** (slēpt) 56. Did sleep.  
We *slept* the night through.

**slid** (slīd) 32. Did slide. I  
*slid* downstairs. The boys  
*slid* on the icy street.

**slipped** (slīpt) 72. 1. I *slipped*  
and fell on the smooth floor.  
2. The matter has *slipped*

## SLOW

my mind. 3. John *slipped* away when no one was looking.

\***slow** (slō). Not fast. The morning train is *slow*.

**slow'ly** (slō'li) 84. I went along *slowly* until I was sure I was right.

**small'er** (smōl'ēr) 58. Not so big as. My piece of cake is *smaller* than yours.

**smart** (smärt) 54. Quick in learning. There are *smart* pupils in our class. My dog is very *smart*.

\***socks** (sōks). Are you going to wear *socks*?

**soft** (sōft) 64. 1. I like a *soft* pillow. 2. The music was very *soft*. 3. The picture was painted with *soft* colours.

**sold** (sōld) 26. My father *sold* his car. The house is *sold*.

**sold'iers** (sōl'jērz) 30. Men who fight in an army. *Soldiers* must drill so they can fight well.

\***sol'id** (sōl'id). Hard and firm. Iron and wood are *solid*.

\***some'bod'y** (sūm'bōd'i). She is looking for *somebody*.

**sound** (saund) 82. 1. Bob heard a buzzing *sound*. 2. The baby is *sound* asleep.

**spar'rows** (spār'ōz) 68. Small brownish-gray birds. I saw many *sparrows* in the park.

## STATES

**speak** (spēk) 58. Talk. The parents wanted their children to *speak* good English.

\***spear** (spēr). 1. A long weapon with a pointed head. A soldier used to fight with a *spear*. 2. To force a sharp point into. The men *spear* the animals to kill them.

**spent** (spěnt) 62. Used up. He *spent* his money for a rifle. The soldier *spent* two hours at the movies.

\***spot** (spōt). 1. A mark. Not a *spot* of dirt can be found in a Dutch house. 2. A place. The mother bird picks a *spot* to build a nest. 3. To pick out or find. Can you *spot* the airplane in the sky?

**squir'el** (skwūr'ěl) 24. The *squirrel* is a lively little animal that likes nuts.

**sta'ble** (stā'b'l) 86. A *stable* is a place where horses eat and sleep.

**stairs** (stārz) 22. Steps. He went up the *stairs*. The winding *stairs* were beautiful. I went on the moving *stairs*.

\***stamp** (stāmp). 1. I put a three-cent *stamp* on the letter. 2. Make heavy steps. They *stamp* on the porch.

\***states** (stāts). 1. There are forty-eight *states* in the

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; I, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or; ō, soft;

## STATION

## SUBJECT

United States. 2. The teacher *states* the rules of the game.

**sta'tion** (stā'shūn) 56. 1. Will you meet me at the railroad *station*? 2. We stopped at the gas *station*. 3. The broadcasting *station* will be on the air all evening. 4. The police are at the *station* house.

**steep** (stēp) 78. High and nearly straight up and down. The cousins lived at the bottom of a *steep* hill. Dutch houses have *steep* roofs. They pushed him off a *steep* cliff.

**stepped** (stēpt) 60. I *stepped* into a deep hole. The minute we *stepped* out of the house we started to run.

**steps** (stēps) 54. 1. In the dark we could not find the *steps* on the porch. 2. They heard slow *steps* coming down the stairs. 3. I had taken only three *steps* when I saw Jerry.

**stones** (stōnz) 78. 1. There are many *stones* on this road. 2. The fence was made of *stones*. 3. Diamonds are beautiful *stones*.

**stood** (stōd) 38. Did stand. I opened the door and there *stood* Spot.

**stove** (stōv) 36. Mother is

cooking dinner on the *stove*. We have a gas *stove*.

**straight** (strāt) 30. 1. Having no curl or curve. Chinese children have *straight* black hair. The streets in our city are *straight*. 2. In good order. We keep our library *straight*. 3. Directly. I went *straight* to bed.

**\*strange** (strānj). Queer. A *strange* noise was heard outside. It seemed *strange* to be all alone.

**\*straw** (strô). 1. Mother has a *straw* hat. 2. Horses lie on *straw*. 3. I drink my soda through a *straw*.

**strong** (strông) 30. 1. If you want to be *strong*, drink milk. 2. The *strong* wind blew us along. 3. I'll tie the box with *strong* cord.

**stuck** (stŭk) 32. From *stick*. 1. The car *stuck* in the mud. 2. The boy *stuck* his finger in the pipe. 3. We *stuck* together. 4. The needle *stuck* my finger.

**\*stud'ied** (stŭd'īd). The boy *studied* his arithmetic for an hour.

**\*sub'ject** (sŭb'jēkt). 1. Study. The *subject* I like best is English. 2. Something to talk or think about.

û, use; ŭ, us; û, turn; û, unite; ôo, shoot; ôo, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## SUDDEN

The principal chose a fine *subject* for his speech.

**sud'den** (süd''n) 84. A *sudden* knock made Mother run to the door. All of a *sudden* I came into the kitchen.

**sud'den ly** (süd''n lĩ) 54. *Suddenly* Harry jumped out of bed.

**\*sug'ar** (shöög'ěr). I put *sugar* in my *cocoa*.

**\*sun'ny** (sün'ĩ). 1. It was a *sunny* afternoon. 2. We have shades for the rooms that are *sunny*.

**sure'ly** (shöör'lĩ) 58. 1. Frank says he will *surely* be here by seven. 2. I *surely* loved your circus.

**sur prise'** (sēr priz') 48. 1. Something not looked for. My birthday party was a *surprise*. 2. Wonder. To my *surprise*, I saw a monkey.

**sur prised'** (sēr prīzd') 58. John was *surprised* to see the presents. We saw something that *surprised* us.

**sweat'er** (swēt'ēr) 56. My *sweater* matches my skirt.

**swim** (swīm) 56. We had a race to see who could *swim* the fastest. We went for a *swim*.

**swing** (swīng) 70. I will go and play on the *swing*. A canary likes to *swing*.

## THANKFUL

**Swiss** (swīs) 42. 1. The *Swiss* people live in high mountains. 2. Canadians like *Swiss* cheese.

## T

**tag** (tǎg) 70. 1. A child's game. Let's play *tag*. 2. Follow close behind. My dog likes to *tag* after me.

**tak'en** (tāk''n) 26. From *take*. Have you *taken* your dog out for a walk?

**tea** (tē) 72. My mother likes *tea* with her lunch.

**teach'er's** (tēch'ěr'z) 34. The *teacher's* books are in her desk.

**team** (tēm) 36. 1. A group of people working together. The girls' *team* won. 2. Two or more animals joined together for work. The *team* of horses pulled the wagon.

**\*tear** (târ). 1. Be careful not to *tear* your dress. 2. Mother will mend the *tear* in my coat.

**\*tear** (tēr). A *tear* fell from her eye.

**tents** (tēnts) 32. At camp we slept in *tents*.

**thank'ful** (thǎngk'fööl) 51. Giving thanks. I am *thankful* that I am healthy. The children were *thankful* for their Christmas gifts.

ā, ate; ă, at; ä, are; â, care; á, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or; ô, soft;



## THEMSELVES

**\*them selves'** (thēm sēlvz').

They make houses for *themselves*. The lions fought among *themselves*.

**\*there's** (thārz). Short form for *there is*. *There's* milk in the bottle.

**thick** (thīk) 58. The bear has *thick* fur. The forest is *thick* with trees.

**\*thin** (thīn). The ice is too *thin* for skating. The dog is *thin* because it has not eaten enough. Nancy has *thin* hair.

**though** (thō) 38. I came back in a few minutes *though* it seemed hours. *Though* it was raining, we went to the party.

**thou'sand** (thou'zānd) 86. Ten hundred. The man saved one *thousand* dollars.

**thrif'ty** (thrīf'ti) 78. Saving. A *thrifty* person saves whenever he can.

**Thurs'day** (thûrz'dī) 20. The day after Wednesday.

**\*ti'ger** (ti'gēr). The *tiger* looks like a very large cat. The *tiger* is a fierce animal.

**\*tin** (tīn). A soft metal that shines like silver. 1. Many foods are packed in *tin* cans. 2. Mother has a pan made of *tin*.

**\*ti'ny** (ti'nī). Very small. The kittens are *tiny*.

## TRUE

**tired** (tīrd) 74. 1. Needing rest or sleep. Father came home from work very *tired*.

**\*toes** (tōz). We have five *toes* on each foot.

**\*tore** (tôr). Did tear. I *tore* a hole in my pants.

**\*to'ward** (tō'ērd). 1. In the direction of. A ship sailed *toward* the west. 2. Near. Thanksgiving comes *toward* the beginning of October.

**trade** (trād) 78. 1. Give in exchange for something else. They had to *trade* their fur skins for food. 2. Business. *Trade* is carried on in large cities. 3. Buy. At what store do you *trade*?

**trap** (trăp) 54. 1. Something in which to catch animals. The bear was in a *trap*. 2. Catch in a trap. They go out to *trap* animals.

**trav'el** (trăv'ēl) 28. Go from one place to another. I would like to *travel* in an airplane. People *travel* on camels across the desert.

**trou'ble** (trüb'l) 68. 1. We try to help people who are in *trouble*. 2. He had *trouble* with his car. 3. Mother went to the *trouble* of giving me a party. 4. May I *trouble* you to shut the door?

**true** (trōō) 74. 1. It is *true* that John does not like to



## TRUNK

## VILLAGE

work. 2. Mary is a *true* friend.

**trunk** (trŭnk) 22. 1. Mother helped pack my *trunk* for camp. 2. The elephant picks up peanuts with his *trunk*. 3. The long, thick part of a tree is called the *trunk*.

**Tues'day** (tūz'dī) 20. The day after Monday.

**tun'nel** (tŭn'ĕl). 76. The railroad runs through a *tunnel* at the foot of the mountain. Sometimes there is a *tunnel* under a river.

**\*tur'tle** (tŭr't'l). A *turtle* is an animal with a hard shell into which it pulls itself.

**\*tusks** (tŭskz). Long pointed teeth that come outside of the mouth. Elephants have two *tusks*.

**twelve** (twĕlv) 20. The number after eleven. There are *twelve* months in a year.

**\*twice** (twīs). Two times. Helen read the story *twice*.

**\*twins** (twīnz). Two children or animals born at the same time to the same mother. *Twins* often look alike.

**\*type'writ'er** (tīp'rīt'ēr). My mother writes letters on the *typewriter*.

## U

**\*ug'ly** (ŭg'li). 1. Unpleasant. The man was in an *ugly* mood. 2. Bad to look at. The camel is an *ugly* animal.

**un'cle's** (ŭng'k'lz) 76. I am going to my *uncle's* house. My *uncle's* little boy is my cousin.

**un tie** (ŭn tī') 70. Make loose. Do not *untie* your hair ribbon.

**up'stairs'** (ŭp'stârz') 26. 1. To the floor above. Are you going *upstairs* now? 2. On an upper floor. The rooms *upstairs* are beautiful.

**\*use'ful** (ŭs'fŭl). Helpful. The horse is a *useful* animal.

**\*u'su al ly** (ŭ'zhŭ əl i). Almost always. A farmer *usually* gets up early. We *usually* get to school before nine o'clock.

## V

**val'ley** (vəl'i) 70. Low land between hills. The people settled in a beautiful *valley*.

**\*vice'-pres'i dent** (vis'-prĕz'ī dĕnt). The person next in rank to the president is called the *vice-president*.

**vil'lage** (vil'ij) 46. A place in the country where there

---

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ô, not; ô, obey; ô, or; ô, soft;

## WAKE

is a small group of houses. About one hundred people live in this *village*.

## W

**wake** (wāk) 82. I *wake* up early every morning. Mother found it hard to *wake* Fred up.

**wall** (wōl) 40. The side of a house or room. The map will hang on the *wall*.

**wal'rus** (wōl'rūs) 51. A large sea animal with long tusks. The *walrus* helps feed the Eskimos.

**war** (wōr) 40. When one country fights against another there is *war*.

**was'n't** (wōz'n't) 51. Short form for *was not*.

**Wednes'day** (wēnz'dī) 20. The day after Tuesday.

**west** (wēst) 28. 1. A direction. The sun sets in the *west*. British Columbia is on the *west* coast of Canada. 2. A region. We are going to the *West* to live.

**whale** (hwāl) 72. A sea animal which looks like a very large fish. From the *whale* we get oil.

**wheat** (hwēt) 60. A grain. The flour in our bread is made from *wheat*.

**wheel** (hwēl) 34. One *wheel*

## WISE

of my bicycle is broken. We steer an automobile with the steering *wheel*.

**whole** (hōl) 84. Complete. 1. The *whole* family went to the movies. 2. A bird swallows worms *whole*.

**whose** (hōōz) 62. He asked the man *whose* dog it was. James is the boy *whose* father spoke to us.

**\*wick'ed** (wīk'ēd). Bad. It was *wicked* to kill the boy's pet. The *wicked* witch hurt the princess.

**wide** (wīd) 84. 1. The room is twelve feet *wide*. 2. She held the door *wide* open. 3. The Spaniards wore hats with *wide* brims.

**wife** (wīf) 36. A married woman. The man and his *wife* settled in their new home.

**\*win** (wīn). We wanted to see who would *win* the game. I hope to *win* a prize.

**wind'mills'** (wīnd'mīlz') 78. Water is often pumped by *windmills*. There are many *windmills* in Holland.

**wings** (wīngz) 30. The bird needs its *wings* to fly. The *wings* of an airplane are large.

**wise** (wīz) 86. 1. Showing good judgment. You are *wise* to plan your work

ū, use; ū, us; û, turn; û, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## WITCH

carefully. 2. John took the part of a *wise* man.

**witch** (wĭch) 62. In fairy tales a *witch* is an old woman who has magic power.

**wolf** (wŏolf) 68. A wild animal that looks like a dog. A *wolf* killed two sheep last night.

**won'der** (wŭn'dĕr) 22. 1. Be eager to find out. I *wonder* what Santa will bring me for Christmas. 2. Something to be surprised at. It is a *wonder* we arrived on time in this stormy weather. No *wonder* he fell; he didn't watch where he was going.

**won'der ful** (wŭn'dĕr fŏol) 62. We had a *wonderful* time at Thanksgiving. The circus was *wonderful*.

**wood'en** (wŏod'n) 42. Made of wood. We see many *wooden* houses in the country. People in Holland wear *wooden* shoes.

**world** (wŭrld) 64. 1. Earth. Water is needed all over the *world*. 2. A great deal.

## YOUNG

I think the *world* of my parents.

**worm** (wŭrm) 60. A small creeping animal. I am going to put a *worm* on my fishhook.

**\*wrapped** (răpt). 1. The children were *wrapped* in warm coats. 2. He *wrapped* the scarf around him. 3. Did you get the presents *wrapped*?

**writ'ten** (rit'n) 66. I have *written* two letters to my aunt.

**wrong** (rŏng) 54. Not right. One of my answers was *wrong*. Everything went *wrong*. We went out to see what was *wrong*. We went on the *wrong* road.

## Y

**young** (yŭng) 60. Not old. There was a *young* man on the trip. The big bird was feeding the *young* ones. All of the pupils in our school are *young*.

---

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ō, or; ō, soft; ū, use; ū, us; ū, turn; ū, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tŭ, nature; th, then; th, thin; zh, garage.





# THE PUPILS' OWN Vocabulary Speller

CANADIAN EDITION

Grade V

*By*

ARTHUR I. GATES  
HENRY D. RINSLAND  
INA C. SARTORIUS  
CELESTE COMEGYS PEARDON

*Illustrated by*

Marjorie Thompson

*Authorized in Alberta: permissively authorized in Saskatchewan*

---

TORONTO  
THE MACMILLAN COMPANY  
OF CANADA LIMITED

COPYRIGHT, CANADA, 1947

By

THE MACMILLAN COMPANY OF CANADA LIMITED

All rights reserved—no part of this book may be reproduced in any form without permission in writing from the publisher.

Mimeographing or reproducing mechanically in any other way passages from this book without the written permission of the publisher is an infringement of the copyright law.

PRINTED IN CANADA

*By* Le Soleil Limitée, Québec.



## To the Teacher

*The Pupils' Own Vocabulary Spellers* introduce many innovations which will make the teaching of spelling simpler, more satisfying, and more fruitful. The nature and purposes of the new programme provided in these spellers are fully explained in the *Teachers' Manual*, which the teacher is urged to study carefully.

**The Vocabulary.** This series is based upon the most recent, the most extensive, and the most valid count of words used by pupils in their writing in Grades I-VIII. This investigation by Henry D. Rinsland, published in 1944 by The Macmillan Company, made it possible to determine as never before the relative importance of each of the thousands of words used in Grade V. The 434 most important words are introduced in the 34 basal weekly lessons. Each of these words is very thoroughly taught. A group of 192 words of less importance, called "Your Extra Words", is listed on pages 84 and 85, in the order of their importance. The extra words are also included in the dictionary, pages 87-128, where they are starred. They should be learned from the dictionary, where their pronunciation and meaning are given, whenever pupils have time for them during the year. This plan of having basal words and extra words gives the most important words the most emphasis, makes effective adjustment to individual differences in ability to learn, enables the slower learners to enjoy the satisfaction of mastering the shorter basal weekly lists, and provides the means of teaching pupils to learn to spell words largely by themselves. It is further suggested that the teacher encourage each pupil to keep a list of words learned *entirely* by himself. The extra-word programme bridges the gap between the thoroughly supervised learning of the basal list and the independent learning of one's "very own words". Thus, independent spelling ability—the major objective of instruction—is achieved. (Section 2 of the *Teachers' Manual* gives a complete explanation of this phase of the programme.)

**The Method of Study.** These spellers introduce a simpler and more efficient method of studying a word. It is based on investigations conducted by Arthur I. Gates and David H. Russell which showed that the typical many-step technique was unnecessarily elaborate and slow for the good spellers and too complex and confusing for the poor spellers. The method recommended in these spellers contains few steps and yet provides everything needed. It is fully explained in Section 3 of the manual.

**The Weekly Programme.** The pupil first reads the spelling words in a simple, interesting story by Celeste Comegys Peardon. He then examines each word in the spelling list and re-reads the story. Then he writes the words which appear in the same order in the story as in the list. The next step is a thorough study of them in the "Know Your Words" programme, which is planned to give the pupil an enriched understanding of each word, as well as to teach him to employ the most useful general and specific clues in mastering its spelling. (See page 13, for example.)

The third step is a test of spelling. A special feature of this series is the suggestion of a context completion test, which removes any uncertainty as to which word the teacher has said and carries forward the word-meaning enrichment programme. (See page 14, for example.) Following the test come the correction of the words, a study of the errors, and a re-study of the words missed. Sections 7 and 8 of the manual give suggestions for making this diagnosis and re-study highly valuable.

The last step is the final weekly test. Words missed on this final test should be recorded correctly in the pupil's notebook. At the time of the final test the following week the pupil is again tested on these words, after having reviewed them.

**The Dictionary.** Extensive use should be made of the dictionary. The pronunciation and meaning of each word should be looked up—on the first day if possible—and referred to as often as necessary. Although the "Know Your Words" programme introduces the basic skills of dictionary use, the teacher should extend and enrich these experiences. She should take advantage of every occasion when reference to the dictionary would be helpful.

**The Word-Enrichment and Generalization Programmes.** These spellers embody a most carefully worked-out programme for enriching the child's vocabulary and increasing his ability to spell by "thinking" and utilizing every really useful spelling convention, rule, and habit tendency. The word-meaning enrichment programme is based on the *Rinsland Semantic Study*—an extensive count of the frequency, grade by grade, of every meaning of every word used by children in their own compositions. The generalization programme is based on a series of extensive studies by Gates and his students. (See the *Teachers' Manual*, Sections 4, 6, and 10.) The entire programme is designed to make the child an intelligent, versatile, and independent speller as rapidly as possible.

**Aids to Learning Specific Words.** These spellers help the pupil to locate and utilize the most useful specific aids for mastering the spelling of each individual word. Based largely on Gates' monograph, *A List of Spelling Difficulties in 3876 Words*, these exercises go to the heart of the major difficulty in each word without guesswork. This programme is explained in Section 7 of the manual.

**The Problem of Reviews.** Since only the words children use are taught in this series, there is less need for formal review than in other series. An individualized review plan is provided, whereby each child reviews only the words he himself has missed. The authors advocate a vigorous investigation of the individual child's difficulty, rather than repeated, mechanical reviews. The teacher is urged to read the discussion of review in Section 8 of the manual.

**Pre-tests and Final Tests.** A pre-test, half-year test, or final test may be made up by choosing at random one or more words from each of the 34 lessons. A random sampling of words from the extra-word list may also be used for periodic tests. For suggested use of test results see Section 9 of the manual.

The Authors.

## Your Progress Chart

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Make a progress chart like the one above in your "Word Book". You will have to make it for 34 weeks. Your teacher will help you.

1	2	3	4	5	6	7
12	12	12	12	12	12	12
11	11	11	11	11	11	11
10	10	10	10	10	10	10
9	9	9	9	9	9	9
8	8	8	8	8	8	8
7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1

### How to Mark Your Progress Chart

The bottom chart shows how to mark your chart at the top of the page. If you spelled 10 words right the first week, draw a circle around 10. If you spelled 11 words right the second week, draw a circle around 11 and draw a line between 10 and 11.

Each week draw a circle around the number of new words you spelled right on your Friday test and draw a line from last week's number. Try to reach the top and stay there.

## **GRADE V**

## Alternative Spelling

If your teacher so advises, you may use this spelling of the words listed below. The page numbers refer to the page on which the word appears.

### Grade IV

center	91
favorite	34
good-by	28
living room	91
neighbor's	90
plow	91

### Grade V

ax	36
dining room	64
favor	56
honor	36
neighborhood	64
pajamas	50
theater	38

### Grade VI

honorable	85
labor	70
mold	85
neighbor	84
woolen	82

## GRADE V

### How to Use Your Book

#### *First Day.*   **See Your Words.**

Read the story. As your teacher says each new word, look at it carefully and say it after her. Then find each new word in the story and write it on your paper the way it is in your book.

#### *Second Day.*   **Know Your Words.**

Do everything under "Know Your Words". You will enjoy using your new words. Before you write each word, look at it carefully in the list under the story. Be sure to spell it right.

In the spelling dictionary on pages 87-128 you will find all of your new words for each week. The words



are in the order of the alphabet. After each word you are told how to say it and what it means. If you do not know what a word means, be sure to look it up in your dictionary. At first the part that tells how to say the word will not mean much to you. But after you have studied a number of the lessons, this part will become more clear. Your teacher will help you learn to use your dictionary.

### *Third Day.*   **Write Your Words.**

On a piece of paper write the numbers from 1 to 12. Write each word as your teacher says it in sentences. Be sure to use your best writing and to spell each word correctly. Your teacher will help you find each word you missed. Cross out each word you missed and write it again just as it is in your book. Be sure to save your paper to use tomorrow.

### *Fourth Day.*   **Study Your Words.**

Study the words you missed yesterday. This is the way to study them:

1. Look at the first word you missed and say it to yourself. If it has more than one part, or syllable, say it again, one syllable at a time. Look at each syllable as you say it.

2. Look at the letters and say each one. If the word has more than one syllable, divide the letters into syllables when you say them.

3. Write the word without looking at your book.

4. Now look at your book and see if you spelled the word right. If you did, write it again and then look at your book again. Do this once more.

5. If you did not spell the word right, see which letters you missed. Go through steps 1 and 2 again, looking very carefully at the letters you missed. Then do steps 3 and 4 again, until you have written the word right three times without missing.

6. Study each word you missed in this same way.

Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary, or some of your own words of which you should make a list. Your teacher will tell you about this. Study these in the same way as the words you missed.

### *Fifth Day. Write Your Words Again.*

Write the numbers from 1 to 12. Write each word carefully as your teacher says it. She will help you find the words you missed. Cross out each mis-spelled word and write it again the way it is in your book. Your teacher will show you how to make a progress chart in your Word Book (see page 6). Every day mark on it the number you spelled correctly.

Write the words you missed in your Word Book, which your teacher will help you make. If you learned some extra words or some of your own words, write them there, too. At the end of your lesson add any of your extra words or your own words that you missed. If you missed any of last week's words again, write them under "Your Hard Words" in your Word Book. Review them when you have time. Some time your teacher will test you on them.

*To the Teacher: Below is given in detail a full week's work on the first group of words in this book. It is suggested that the same procedure be followed in subsequent weeks.*



## Travelling Fish

Among the greatest travellers in the fish world are the salmon. It is no accident of nature that they spend their early days in fresh water, that they grow up in the salt water of the ocean, and that they return to the fresh water to die where the mother salmon have laid their eggs. This is the pattern of salmon life.

Every summer some of the full-grown salmon leave the ocean and follow the route of the rivers until they reach the high mountain streams. So anxious are they to reach this cold fresh water that they often travel a distance of at least a thousand miles. Nothing stops them unless they are captured by men or by animals.

When the fish have reached the end of their journey and have located the proper place for laying the eggs, the father salmon digs a kind of nest and the mother salmon lays the eggs. Salmon parents weren't meant to look after their young, because they die before the eggs are hatched. The young salmon remain in fresh water one to three years before they travel to the ocean.

---

greatest  
salmon  
accident

nature  
route  
anxious

distance  
least  
captured

located  
weren't  
remain

---



## See Your Words

Read the story. Look at your new words and say them. Find each new word in the story. Write your words on a piece of paper.

## Know Your Words

1. Write the word in your lesson that means: **stay**  
\_\_\_\_\_ **eager** \_\_\_\_\_ **a kind of fish** \_\_\_\_\_  
**a way of going** \_\_\_\_\_ **caught** \_\_\_\_\_

2. Write **least**, **route**, **located**, and **remain** in alphabetical order, looking at the second letter:  
\_\_\_\_\_  
\_\_\_\_\_

3. Write the words beginning with **re** and **dis**:  
\_\_\_\_\_  
\_\_\_\_\_

4. The long sound of **a** as in **ate** is marked **ā**. The short sound of **a** as in **at** is marked **ă**. Write **accident**, **anxious**, **nature**, **salmon**, and mark the **a** in each:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. A contraction has an apostrophe. Write the contraction for **were not**: \_\_\_\_\_

6. Make new words by adding: **est** to **great**.  
\_\_\_\_\_ **d** to **locate** and **capture**. \_\_\_\_\_  
\_\_\_\_\_.

7. Write the words ending in **ent**, **ance**, **n't**, **st**:  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_.

8. Fill in the missing hard spots:  
**rout—**, **rem—n**, **gr—t—**, **l—st**, **sa—m—n**, **w—r—n—t**,  
**lo—ated**, **cap—ured**, **—dent**, **anx—ous**, **na—**,  
**dist—**.

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. The \_\_\_\_\_ to the western coast led over high mountains.
2. The cottage was \_\_\_\_\_ near the sea.
3. We could see the \_\_\_\_\_ leaping over rocks in the river.
4. Tom has to \_\_\_\_\_ indoors today because of his cold.
5. The team was \_\_\_\_\_ to win the first game of the season.
6. There ought to be cake enough for at \_\_\_\_\_ five people.
7. The \_\_\_\_\_ from the house to the store was a mile.

8. Coal and iron are two important gifts of \_\_\_\_\_.
9. The town was \_\_\_\_\_ from the enemy.
10. Sand on the icy sidewalk prevented an \_\_\_\_\_.
11. In the palace were some of the world's \_\_\_\_\_ paintings.
12. The boys \_\_\_\_\_ far from home when it began to rain.
2. Cross out the words you missed and write them correctly:

## Study Your Words

1. Study the words you missed yesterday. You are told how to study them on the page called "How to Use Your Book" under "Fourth Day". This comes on page 10.
2. Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary on pages 87-128 or some of your own words if you have any.

## Write Your Words Again

1. On a piece of paper write your new words as your teacher says them.
2. If you learned some extra words or some of your own words, write them, too.
3. Write below the words you missed today in your Word Book. Spell them correctly.



## A Queer Character

“Old Quigg” was the name by which he went, and if he had ever had another, it was long since forgotten. Bob Johnson took me out to a lonely cabin in the woods to see Old Quigg on the day he was going to celebrate his birthday. Sixty years old! To boys of thirteen he looked a hundred.

We brought Old Quigg presents of food and gum and candy, and Bob added a pair of red and green garters. Old Quigg laughed and said, “Gee! These things to eat are dandy! And the garters are O.K. Just what I needed to dress up my wooden leg!”

Old Quigg made coffee in a tin pot over a fire outdoors. We ate some of the cake we had brought and sat around the fire listening to Old Quigg’s yarns—marvellous yarns of his life at sea and his hunting trips in the Far North. Bob and I had a wonderful time.

For years afterwards, as long as Old Quigg was alive, I always went with the boys to visit him on his birthday. No matter how many times we heard his stories, we always enjoyed listening to them again.

---

**forgotten**  
**lonely**  
**celebrate**

**sixty**  
**thirteen**  
**gum**

**garters**  
**dandy**  
**O.K.**

**pot**  
**yarns**  
**alive**

---



## Know Your Words

1. Write the two letters meaning **all right**. Be sure to use two capitals and two periods and not to leave a space between.

2. Write the plural of **garter** and **yarn**.

3. Write the words for these numbers: **13** and **60**.

4. Write the new words that have these little words in them: **for**, **live**, and **six**.

5. A word that means about the same as another word is a **synonym** for it. Write the synonyms for: **kettle**, **stories**, and **lonesome**.

6. Write the word that rhymes with: **barns**, **five**, **sum**, **hot**, **handy**.

7. Write all your new words in alphabetical order. Then find them in the alphabetical dictionary on pages 87-128 and see if you have the right order.

8. If you are not sure of the long ( **ā** ) and short ( **ă** ) sounds of the vowels, **a**, **e**, **i**, **o**, and **u**, look at the key on page 87. Then write **celebrate** and **dandy** and mark the **a** in each. Mark the first **e** in **celebrate**.

Write **alive** and **sixty** and mark the **i** in each. Write **pot** and **lonely** and mark each **o**. Mark the **u** in **gum**.

9. Write the two words with double letters.

10. The word **lonely** has two syllables, or parts: **lone ly**. Write **alive**, leaving a space between its two syllables. Check with your dictionary.

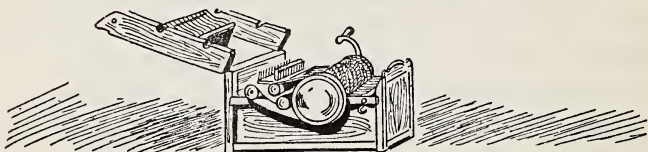
11. Write these words, filling in the missing hard spots: **y-rns**, **dand-**, **th-rteen**, **g-m**, **forgott-n**, **sixt-**, **p-t**, **cel-brate**, **al-v-**, **lon-ly**, **g-rt-rs**.



## The Invention of the Cotton Gin

More than one hundred and fifty years ago a young man gazed over acres of plants covered with what looked like white blossoms. Only they weren't white blossoms. They were bolls of cotton, ripe for picking, and they meant a great deal of hard work.

After the picking was done, and before the cotton could go to the factory, every seed had to be separated by hand. This was slow business, and the usual rate of workers was but a pound or two in a whole day.



Eli Whitney, for that was the young man's name, had the idea that machinery could be invented to separate the cotton from the seeds. He set to work and produced a machine that would do this. It was called the cotton gin, and it did the work so quickly that almost overnight the cotton industry was changed.

---

acres	business	idea	separate
blossoms	usual	machinery	cotton gin
factory	workers	invented	industry

---

# Know Your Words

1. Write the word that means:

- |                  |                               |
|------------------|-------------------------------|
| a. flowers       | c. measurements of land       |
| b. to take apart | d. machine for removing seeds |

2. Alphabetize, or write in alphabetical order, the five words beginning with **b** and **i**. You will need to look as far as the third letter.

3. Change **y** to **i** in **busy** and add **ness**. Change **y** to **i** in **factory** and **industry** and add **es**. This rule of changing **y** to **i** before a new ending usually works if there is a consonant just before the **y**.

4. The word **worker** means one. **Workers** means more than one worker and is called the **plural**. Write the plural of **worker**, **acre**, and **blossom**.

5. The word **separate** is pronounced in two ways. Write these sentences, using **separate** in each:

- Workers had to — the cotton from the seeds.
  - The cotton and the seeds were put in — piles.
- In the first sentence the second **a** in **separate** is long.  
In the second sentence the second **a** has the sound of **ă**.

6. Say **factory** to yourself. It has three syllables. Write it with spaces between the syllables. Which syllable is the loudest? Put an accent mark ( ' ) after the loudest syllable. Write **usual** and **machinery** in syllables, showing the accents. See your dictionary.

7. Write these words, filling in the missing hard spots: **fact-ry**, **w-rkers**, **bu—ness**, **blo—o-s**, **a—s**, **id—**, **indus—**, **sep-rate**, **us-al**, **m-chin-ry**, **cott-n -in**, **inv-nted**.



## In the Rockies

Father and I had been in the Rockies for nearly two weeks and had never for a moment tired of the great mass of coloured rock and the tiny silver river a mile below. The reds, blues, browns, and yellows of the canyon so constantly changed their shades that Father had been unable to paint them.

One afternoon, as we were standing on the hotel porch, a young couple arrived. The girl wore a bunch of violets in her hair. A bride, I thought, as I watched her powder her pretty little nose while her husband went inside to check their bags and umbrella. There were no clouds in the sky, and there was no danger of a shower, so the young couple hired donkeys to ride down the trail. We decided to follow them, curious to see if they would appreciate the colours. The bride kept pointing here and there, paying no attention to her donkey. All at once it gave a frisky jerk, and she found herself sitting in a bush at the side of the road. We all burst out laughing, even the bride. Father said he would rather paint that funny sight than a picture of the canyon.

---

<b>moment</b>	<b>couple</b>	<b>husband</b>	<b>clouds</b>
<b>canyon</b>	<b>violets</b>	<b>check</b>	<b>shower</b>
<b>hotel</b>	<b>powder</b>	<b>umbrella</b>	<b>appreciate</b>

---

# Know Your Words



1. A **synonym** is a word that means about the same as another. Write the synonyms for **rain**, **inn**, **pair**.

2. Alphabetize the six words beginning with **c** and **h**.

3. Write **canyon**, **check**, **appreciate**, **violets**, **hotel**, **moment**, **husband**, and **umbrella**. Mark the following long or short vowels: **a** in **canyon**, **e** in **check** and **appreciate**, **i** in **violets**, **o** in **hotel** and **moment**, **u** in **husband** and **umbrella**.

4. Write the words with double letters.

5. Write the new word that means:

- a. some spring flowers      b. to put powder on
- c. a protection against rain
- d. a valley with steep sides
- e. a place to stay overnight

6. Write these words in syllables and put in the accent marks: **powder**, **shower**, **couple**, **violets**, **husband**, **umbrella**.

7. Add **s** to form the plural of: **shower**, **cloud**, **violet**, **moment**, **couple**, **husband**, **umbrella**, **canyon**, **hotel**.

8. Write these words, filling in the missing hard spots: **ch—**, **cl—ds**, **c—ple**, **sh—**, **hot—**, **husb-n—**, **a—rec-ate**, **po—er**, **mo-ent**, **u-bre—a**, **v—lets**, **can—n**.



## Simple Hygiene

A simple form of hygiene that anyone can practise is washing one's hands well and often—and always before meals.

Hands should be washed in hot water with plenty of soap. The nails should be cleaned with a brush, and any dirt remaining under each fingernail should be removed with a small, pointed stick.



Some people are careless about doing this, and such carelessness causes the spread of disease. Bacteria are found in dust and dirt, and may be taken into the mouth if dirty hands touch the food to be eaten.

Clean hands are very important in keeping the germs of a cold or a sore throat from being spread among the family. When you feel that a cold is about to attack you, it is wise to be absent from school for a few days. Remain alone as much as possible until you are certain that no disease like measles is going to develop.

---

hygiene  
nails  
fingernail

careless  
carelessness  
causes

spread  
bacteria  
throat

attack  
absent  
measles

---



# Know Your Words

1. A syllable put at the beginning of a word to change its meaning is called a **prefix**. Write the words with the prefixes **at** and **ab**.

2. A syllable added to the end of a word to change its meaning is called a **suffix**. Add the suffix **less** to **care**. Add the suffix **ness** to **careless**.

3. Write the three new words for parts of the body.

4. Alphabetize the five words beginning with **a** and **c**. Remember that when two words are the same except that one has some extra letters at the end, the shorter one comes first. Check the order with your dictionary.

5. Write the words that rhyme with **thread** and **pails**.

6. Write the synonyms for **germs** and **scattered**.

7. Add **s** to these words to form the plural: **throat**, **nail**, **finger nail**, **cause**.

8. Write the words having these little words in them: **oat**, **read**, **finger**, **tack**, **sent**.

9. Write the **antonyms**, or opposites, of **careful** and **defend**.

10. Write the new words that mean:

a. a disease      b. the science of keeping well

11. Write **bacteria**, **hygiene**, and **measles** in syllables and put in the accents. See your dictionary.

12. Write these words, filling in the missing hard spots: **car-less**, **c--ses**, **n--ls**, **atta--**, **a--ent**, **thr--t**, **sp--d**, **h-g--n-**, **m--sles**, **ba-t-ria**, **car-lessne--**, **fi-g--n--l**.





## Mail and the Post Office

Airplanes, trains, trucks, and men all work in one of the greatest government services to the public—the delivery of mail. For only a four-cent stamp a letter will be rushed three thousand miles across the continent to the post office in your town and then carried to your door by the postman on his route. What fine service for so little money!

In the early days of this country the distances between towns were great and the population was small. At first there was no regular mail service. Travellers carried letters for their friends, but as the population grew, mail was carried over regular routes. Mail has been carried in stage-coaches, on horseback, and by train since the first railroads were built. Mail was first carried by airplane about 1918.

The rules say that a person who wants to be a postman must pass one of the government examinations before his name is put on the waiting list. When extra men are needed, he may be chosen to join the workers at the post office in his town.

---

<b>government</b>	<b>post office</b>	<b>horseback</b>	<b>extra</b>
<b>public</b>	<b>postman</b>	<b>rules</b>	<b>chosen</b>
<b>rushed</b>	<b>population</b>	<b>list</b>	<b>join</b>

---

# Know Your Words



1. When two words are written as one they form a **compound word**. Write two compound words, using **back**, **post**, **horse**, and **man**.

2. Add **s** to **list** and **rule** to form the plural.

3. Make new words by adding **ment** to **govern**, **ed** to **rush**, and **n** to **chose**.

4. Write the two words that are used together to mean a place where mail is taken care of.

5. In one column write all the new words of one syllable. In another column write all the new words of two syllables. Check yourself by your dictionary.

6. Alphabetize the six words beginning with **r** and **p**. Be sure to look at the third and later letters when you need to. Check the order with your dictionary.

7. Write **government**. Look in your dictionary to see if the first **n** is pronounced. If you say this word right, you will be likely to spell it right.

8. Write these words and mark one long or short vowel in each: **rules**, **chosen**, **rushed**, **list**, **extra**, **horseback**. Write **population** and mark the first **o** and the **a**.

9. Write these words, filling in the missing hard spots: **gover-ment**, **pu-li-**, **ch-sen**, **p-p-lation**, **ru-ed**, **r---s**, **ext---**, **j-n**, **p-st o-i---**, **ho---b---**, **l-st**, **p-stm-n**.



## Buried Treasure

Tom Jones is a bright boy with plenty of good sense. Nobody would expect a boy like that to go off on such a “wild goose chase” as trying to solve the riddle of a treasure buried by pirates. Yet that is what he did!

His grandfather had bought an island somewhere off the eastern coast in a region unknown to us. He wrote Tom (and we saw the letter) that with the deed to the property came an old yellowed map showing where a chest was hidden and describing the contents. Among other jewels was listed “a magic necklace from a palace in France, for which a reward has been offered”. The former owners of the island had not been able to find the treasure.

“Come down and dig with a group of men who are trying to guess this riddle,” wrote Tom’s grandfather. And Tom hadn’t any better sense than to start packing that night. Of course his mother made him wait until the school term was over. We joked with Tom about the magic necklace, but four months later when we read in the newspapers that a valuable treasure had been found, Tom Jones suddenly became a hero.

---

<b>expect</b>	<b>pirates</b>	<b>magic</b>	<b>reward</b>
<b>riddle</b>	<b>region</b>	<b>necklace</b>	<b>hadn’t</b>
<b>treasure</b>	<b>chest</b>	<b>palace</b>	<b>term</b>

---

## Know Your Words

1. Write the four words that end in **e**. Say each word softly. You do not hear the final **e**. Draw a line through each silent **e**, like this: **palace**.

2. Write **magic** in syllables and put in the accent. Mark the vowels long or short.

3. Write the contraction for **had not**, remembering to use an apostrophe to show that the **o** is omitted.

4. Write the words that begin with **ex** and **re**.

5. Add **s** to form the plural of: **region, riddle, term, necklace, treasure, palace, chest, reward, pirate**.

6. Many words have two or more different meanings. Write the word that means a part of the body or a covered box.

7. Write the word that means:

- |                                   |                        |
|-----------------------------------|------------------------|
| a. sea robbers                    | d. a very large house  |
| b. something to guess             | e. section or district |
| c. great wealth                   | f. part of school year |
| g. something worn around the neck |                        |

8. Write the new word that rhymes with: **best, germ, middle**.

9. When **c** sounds like **k**, it is called **hard c**. When **c** sounds like **s**, it is called **soft c**. Write these words, and beside each write **hard c** or **soft c** to show the sound of the **c**: **magic, palace, expect**.

10. Write these words, filling in the missing hard spots: **r-g-n, rew-rd, tr-sure, t-rm, ma-c, pir-s, e-pe-t, p-l-ce, ha-t, n-ckl-, ch-st, ri-le**.



## Jim Plays Tennis

Jim Westley sat in the shade of an apple tree. It was a hot August afternoon, and not a leaf was stirring.

Jim was a good tennis player—in fact, the best in town, for nobody had yet beaten him. It happened that someone had offered to try—a new boy in town, who was not quite sixteen and so junior to Jim.

Of all days to have set for a tennis game, this was the worst. In the first place it was too hot, and in the second place Jim had a sore wrist. This might have been a welcome excuse, but Jim did not want to use it, in case the new boy might think he was afraid to defend himself. So he bound up his wrist and waited.

Presently a tall lad walked across the court, leaped over the net and yelled, “Hello, pal.” Jim liked the new boy’s cheerful face, and grabbed his racquet, his wrist forgotten in the thought of a good game.

He had never played better. After two sets the score was even, and Jim won the last one; so he was still the best tennis player in town!

---

**leaf**  
**tennis**  
**sixteen**

**junior**  
**sore**  
**wrist**

**welcome**  
**net**  
**yelled**

**pal**  
**grabbed**  
**score**

---

## Know Your Words

1. Two vowels are often written together in a word. Write **leaf** and **sixteen**. After **leaf** write the **e** sound of **ea** and after **sixteen** write the **e** sound of **ee**. Are these sounds the same? Look in your dictionary to make sure.

2. Write **grab**. Now double the final consonant and add **ed**. Add **ed** to **yell**.

3. Write the word with the little word **come** in it.

4. Write these words, cross out silent **e**, and mark the long and short vowels: **score**, **pal**, **net**, **sore**, **wrist**.

5. Write the word that means:

- |                  |                           |
|------------------|---------------------------|
| a. a game        | e. received with gladness |
| b. did grab      | f. part of a plant        |
| c. a number      | g. part of the body       |
| d. a good friend | h. record of a game       |

6. Write the new words that rhyme with each other. Write the words rhyming with **set**, **spelled**, and **list**.

7. Words that sound alike but are not spelled alike are **homonyms**. Use the right homonym in each sentence:

- a. The dog had a (**sore**, **soar**) on his leg.
- b. The bird can (**sore**, **soar**) into the sky.

8. When **junior** is used as a first name, it has a capital; otherwise it usually has a small **j**. Write it twice in this sentence: I think \_\_\_\_\_ Smith is \_\_\_\_\_ to my brother.

9. Write these words, filling in the missing hard spots: **s-or-**, **y—ed**, **sixt—n**, **s—**, **l—**, **we-come**, **-rist**, **gra—d**, **te—is**, **j-n—r**, **n-t**, **p-l**.





## Lost

It was a rainy night and we were in a foreign land, trying to find an unknown woman whose name and address were written on a small white card: "Mme. Roget, 69 Rue Napoléon, near Ave. Clichy."

"Let's look at the map again," said Betty. "We've walked so far—we must have gone the wrong way."

We darted into the first shelter we could find—the doorway of a small shop with one faint light in its window. Betty lowered the umbrella while I tried to read the map. Yes, we had taken the wrong turning a little while ago, and were now on an avenue near the river where the map showed there had been a ford.

"Here's where we are," I said, "and we should be up here." We set out again, found the right turning halfway back to our hotel, and finally reached the Rue Napoleon. "Why, this looks like Queen St. in Toronto," said Betty, "and there is No. 69 right on the corner. I hope they're at home."

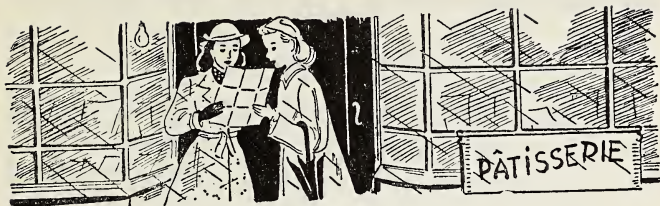
---

<b>foreign</b>	<b>we've</b>	<b>ford</b>	<b>St.</b>
<b>Ave.</b>	<b>shelter</b>	<b>here's</b>	<b>No.</b>
<b>map</b>	<b>avenue</b>	<b>halfway</b>	<b>they're</b>

---



## Know Your Words



1. Write the contractions for: **they are**, **we have**, **here is**. Remember the apostrophe.

2. An **abbreviation** is a short way of writing a word. It always ends with a period.

Write the abbreviations for **street** and **number**. Begin them with capitals. Write **avenue** and its abbreviation. Begin the abbreviation with a capital.

3. Alphabetize all twelve of your new words. Which comes first—**Ave.** or **avenue**?

4. Write the compound word ending with **way**.

5. Write **shelter** and **foreign** in syllables and show the accents.

6. Write the synonyms for **strange** and **protection**.

7. Write the word that means a picture of part of the world or of the whole world.

8. Write **ford** and **map** and mark the vowels. Check with your dictionary.

9. Write these words, filling in the missing hard spots:—**e-ter**, **ma-**, **aven--**, **for----**, **ha-fwa-**, **f-rd**, **the----**, **we--**, **Av--**, **N--**, **S--**, **h-r--s**.



## Mad Bull !

Every year in August a county fair and carnival are held for a week in Freeport. One Wednesday afternoon last year everything was in full swing—the band was playing, the merry-go-round was turning, the horses were racing around the track, and over at the airport people were taking rides at five dollars apiece.

Suddenly a man waving a cane high above his head burst into the crowd and shouted excitedly, "Bull out! Mad bull! Run!"

Nobody spoke. Then a woman screamed, and the crowd suddenly melted away. Some people climbed on benches; others hid behind them. A few boys ran to the lake and jumped into a canoe.

The bull, which had broken loose from the animal pens, rushed down the main street of the fairgrounds, his head lowered. Someone was quick enough to close the gates, and the bull was stopped. His owner came along, snapped the chain into his nose ring, and led him back to his pen. The excitement was over.

---

**August**  
**county**  
**carnival**

**airport**  
**cane**  
**burst**

**shouted**  
**bull**  
**nobody**

**spoke**  
**benches**  
**canoe**

---

## Know Your Words

1. Alphabetize your new words, remembering to look at the third and fourth letters when you need to.

2. The names of the months always begin with a capital. Write the name of the eighth month.

3. Write two compound words, using these four words: **air**, **body**, **no**, **port**.

4. Write these sentences, using the right words:

a. The man can (**speak**, **spoke**) two languages.

b. The man (**speak**, **spoke**) two languages.

c. The driver must (**shout**, **shouted**) to be heard.

d. The driver (**shout**, **shouted**) in order to be heard.

5. The letters **es** are used after **sh** or **ch** to form the plural. Write the plural of **bench**.

6. Write the words that rhyme with **broke**, **plane**, and **full**.

7. Write the antonym of **everybody**.

8. Write the synonyms of **talked** and **yelled**.

9. Look at any page in your dictionary. At the top you will see two guide words. The one on the left is the first word on that page, and the word on the right is the last word on the page. These guide words will help you to find your words quickly.

10. Write this sentence, using **bull** with an apostrophe and **s** to show possession:

The — head was lowered.

11. Write these words, filling in the missing hard spots: **c—n—**, **c—n—**, **—a—e**, **spo—**, **sh—ted**, **Aug—st**, **nob—y**, **b—st**, **b—**, **a—rp—rt**, **c—rn—v—**.



## Education in Law

A classmate of mine, John Giffort, is going to study law. He has a college education, and now he wants to become educated as a lawyer. The average law course lasts three years. At the end of his course John must pass examinations, answering all the questions correctly. It may be harder for John than he thinks, but whenever any of the Gifforts intend to do something, you can count on their finishing it.



When John has become a lawyer, he will be called upon to defend people's rights. He will be trained to protect people's property and even their lives. He may have to go to court sometimes and let the judge hear the case and decide who is right and who is wrong.

A knowledge of the law will give John a great amount of respect for it. Perhaps he will even try to improve our laws, for he will see what improvements are needed.

---

classmate  
law  
education

educated  
lawyer  
average

questions  
harder  
intend

count  
amount  
perhaps

---

## Know Your Words

1. Write the words with these little words in them:  
**law, in, hard, mate, age.**

2. Write the words that rhyme with **saw** and **send**.  
Write the words that rhyme with each other.

3. Write the words that begin with **ed** and **per**.

4. Make new words by writing:

a. **a** before **mount**      c. **yer** after **law**

b. **s** after **question**      d. **er** after **hard**

5. A word that means one of anything is called the **singular**. A word that means more than one is called the **plural**. Write the singular of each of these plurals:  
**lawyers, laws, questions, classmates.**

6. Alphabetize the words beginning with **l, a, e,** and **c**. Which comes first—**law** or **lawyer, education** or **educated**? Check with your dictionary.

7. Write **questions**. Find it in your dictionary and notice the next word, **quite**. The letter **q** is always followed by **u** in a word.

8. Write the antonyms of **softer** and **answers**.

9. Write **people's rights** with **'s** to show possession.

10. Write the two words of one syllable in one column, the seven words of two syllables in a second column, the word of three syllables in a third column, and the two words of four syllables in a fourth column.

11. Write these words, filling in the missing hard spots: **ed-cation, am---t, av-rage, l---, la---er, c---nt, q---st---ns, int---, p---haps, ed-cated, h---der, cla---mat-.**



## Summer at Bar Q

One of the Boy Scout troops in the West has a flying eagle as its emblem. These scouts all think that the best summer camp is the one up at the Bar Q Ranch, where each scout regards it as an honour to be allowed to spend two weeks.

Horseback riding is, of course, the most exciting sport at this ranch. The fact that some of the horses are old and slow is not noticed by the new riders.

The scouts get up with the sun, stand at attention while the flag is being raised, do their setting-up exercises and then have a good hot breakfast. They gather wood for fires and chop it up with an axe, prepare and cook food for meals and clear up afterwards. They make their own beds and do their own washing in a mountain stream. Still there is time for reading, talking, hobbies, playing games, and often a hike up the mountain trail.

The boy scouts at Bar Q learn respect for their country, for each other, and for themselves.

---

**eagle  
scout  
regards**

**honour†  
allowed  
ranch**

**noticed  
attention  
exercises**

**axe†  
hike  
trail**

---



# Know Your Words



1. Write the word that means:

- |               |                 |
|---------------|-----------------|
| a. drills     | e. a long walk  |
| b. did allow  | f. a sharp tool |
| c. did notice | g. a large bird |
| d. a footpath | h. a large farm |

2. Make new words by adding:

- |  |                              |
|--|------------------------------|
| a. <b>d</b> to <b>notice</b>                     | b. <b>ed</b> to <b>allow</b> |
| c. <b>s</b> to <b>exercise</b> and <b>regard</b> |                              |

3. Drop the **e** in **notice** and add **ing**.

4. Write the words with double letters.

5. Write the words that have these little words in them: **our**, **out**, **rail**, and **ran**.

6. Write the words that rhyme with **branch**, **shout**, **like**, and **pail**.

7. Alphabetize the words beginning with **a**, **e**, **r**, and **h**.

8. Write **noticed**, **scout**, and **exercises**. If the **c** is hard, write **k** after the word. If it is soft, write **s**. Check with your dictionary.

9. Write these words, filling in the missing hard spots: **att**----**on**, **a**--**o**--**d**, **exer**--**i**--**es**, **ran**--, **reg**--**rds**, **s**---**t**, **not**---, **hon**--**r**, **a**--**e**, **e**--**g**--, **tra**--, **hi**--.



## Merlin, the Magic Man

On the seventh of December Auntie Kay gave a party for her niece, Barbara. The invitations read, "Come to a social evening to meet Merlin, the Magic Man."

When the guests arrived, they found Auntie Kay's living-room turned into a kind of theatre. A black rug covered the floor, and the walls were hung with black velvet curtains. Lights were low, and in the middle of the room stood a table with a mirror on each side.



Merlin appeared from behind the curtains and started his magic. He performed clever tricks with cards and coins. He put two coins into the middle of a dainty scarf, and while one of the ladies held it, he tore it open and took out one of the coins. Then he mended it by "magic", and when the lady opened the scarf, she found both coins inside again and no hole at all!

Just as a joke, Merlin said he could make a cup of hot chocolate disappear. And he did—by drinking it!

---

<b>seventh</b>	<b>social</b>	<b>mirror</b>	<b>ladies</b>
<b>Auntie</b>	<b>theatre†</b>	<b>dainty</b>	<b>joke</b>
<b>niece</b>	<b>rug</b>	<b>scarf</b>	<b>chocolate</b>

---

## Know Your Words

1. Write the word that means:

- a. refined women      c. number seven
- b. friendly              d. covering for a floor
- e. the daughter of a brother or sister
- f. a drink or a kind of candy
- g. a place where plays are given
- h. something in which you see yourself
- i. something to laugh at
- j. something to go around the neck

2. Change **y** to **i** in **lady** and add **es**.

3. Write the words rhyming with **piece**, **dug**, **woke**.

4. Write **Auntie Kay** with two capitals. Use a capital for **uncle**, **aunt**, **auntie**, and such words when they are used as part of a name.

5. Write **niece** and **dainty**. Beside **niece** write the **e** sound of **ie**, and beside **dainty** write the **a** sound of **ai**.

6. Alphabetize the words beginning with **s**.

7. Write **niece** and **scarf**. After each tell whether the **c** is hard or soft.

8. Write in syllables the two words of three syllables and put in the accent. Check with your dictionary. If you wanted to divide one of these words at the end of a line, you could divide it after the first or second syllable: **choc-** or **choco-**. The little mark (-) that shows a word is divided is called a **hyphen**.

9. Write these words, filling in the missing hard spots: **n--ce**, **seven--**, **s--arf**, **soc--l**, **mirr--**, **r-g**, **jo-e**, **lad--s**, **choc-late**, **thea-re**, **A-nt--**, **d--nty**.



## On a Western Farm

Jacob Small and his daughter, Martha, stood apart from the others, on a hill behind the house, looking over Jacob's high mountain farm. It was early September and harvest time for many of his crops. The oats had been cut, and the alfalfa was being cut again now. The men in the fields below were bringing in what promised to be a huge crop. It had paid him after all to plant the alfalfa on those acres of stubborn land that had once produced such poor hay. The alfalfa would earn him a neat sum this year, even after his own barns were well stored with it.

Mr. Small glanced at his fine vegetable garden, which lay on the slopes in front of the house. The potatoes had been hoed for the last time and could be dug before long.

Martha's flower garden at the side of the house was still a mass of colour. "Remember, Father," Martha said, "you promised to divide some of my plants this fall."

Her father smiled and said, "That will not need to be done till the last." As Jacob stood there with his daughter, a cold wind heralded the approach of winter and the end of his year's labour.

---

apart  
September  
harvest

oats  
alfalfa  
promised

paid  
stubborn  
such

earn  
hoed  
heralded

---

# Know Your Words



1. Write the name of the month in which Labour Day comes.

2. Write the words that rhyme with **cart**, **much**, **goats**, **laid**, and **learn**.

3. Write the antonyms for **together** and **spend**.

4. In the story you will find two names with apostrophe and **s** ('s) to show possession. Write **father's** in this sentence to show possession:

She stood by her — side.

5. Write **hoed**, **oats**, and **paid**. You will notice that in the first two words **oe** and **oa** have the same sound. Beside each of the three words write the vowel sound.

6. Add **ed** to **herald**, **harvest**, and **earn**. Add **d** to **promise** and **hoe**.

7. Write the words that mean:

- |                    |                        |
|--------------------|------------------------|
| a. a kind of hay   | c. to gather the crops |
| b. a kind of grain | d. hard to work with   |

8. Alphabetize the words beginning with **s**, **h**, **a**, **p**.

9. Write in syllables the three words which have three syllables and mark the accents. See your dictionary.

10. Write these words, filling in the missing hard spots: **ha-vest**, **h—d**, **Se----ber**, **stu—orn**, **al-alf—**, **a-art**, **o-ts**, **p—d**, **—rn**, **prom----**, **s—**, **h-r-lded**.



## The End of a Great War

A day that will long be remembered in our country's history is November 11th, 1918. For some time people had doubted if it were possible that the war would ever be over; but all at once the Germans had asked for peace and had laid down their arms.

On that day, at eleven o'clock in the morning, came the last bang of the last gun to be fired during World War I. The armistice had been signed at five o'clock that morning, and the war with Germany was over. Our people nearly went crazy with joy!

The last battle had come to an end, and not another tank would roll, not another gun would be fired. Thousands of lonely refugees could return to their farms and homes, lately laid waste in the war

Every Canadian soldier, including every general and every other officer, must have thought at that moment of the great liner that would carry him home to his own country—and the faster the better.

Since 1918, November 11 has been called Armistice Day.

---

<b>possible</b>	<b>crazy</b>	<b>refugees</b>	<b>officer</b>
<b>bang</b>	<b>battle</b>	<b>lately</b>	<b>liner</b>
<b>armistice</b>	<b>tank</b>	<b>general</b>	<b>faster</b>

---

## Know Your Words

1. Write three words with double consonants and one word with a double vowel.

2. Make new words by adding the suffix **ly** to **late** and the suffix **er** to **fast**.

3. Add **r** to **line** and **office** and use the two new words in these sentences:

a. The big — carried hundreds of people.

b. The army — was decorated for bravery.

4. Write the words that rhyme with: **drank, diner, sang, rattle, lazy, master, stately**.

5. Alphabetize all of your new words.

6. Write the antonyms of **slower** and **impossible**.

7. Write the three words having silent **e** at the end.

8. Write the word that means:

a. a promise to stop fighting

b. a high ranking army officer

c. people who leave their homes to find safety.

9. Write the three words with **c** in them. After each write whether the **c** is hard or soft.

10. Write **battle, crazy, bang, tank, and lately** and mark the long or short **a** in each. Check with your dictionary.

11. Write the four words with **er** in them.

12. Write **general's room** with **'s** to show possession.

13. Write these words, filling in the missing hard spots: **ba—, lat—, cra—, gen-r-l, of—, ta—, pos—ble, b-ng, fa-ter, lin—, arm—t—, ref—s.**





## Good News and Bad

Dear Betty:

I shall tell you the good news first. The eighth grade was shown three movies at school today. The first one was about the giant Douglas fir trees of the West Coast. They are some of the biggest trees in the world and are equal to about six of our big trees put together. The scenery was beautiful, and there were some of the cutest little squirrels I have ever seen.

I enjoyed the second picture, too. In it some beavers were cutting down trees with their teeth to build a dam across the pond. It was wonderful to see them kick up their heels and slip into the water at any sound. The third picture was about ants. Whole colonies of them lived in one big ant hill. The close-up picture of an ant with a crumb in its mouth was funny because the crumb looked too big for the ant.

Now for the bad news. When I was going to my violin lesson, I lost my purse with the ten dollars in it that I had saved to go and see you. It will take time to save that much again, so don't look for me too soon!

Love from your friend,

Jane

---

**eighth  
movies  
Douglas fir**

**equal  
scenery  
cutest**

**beavers  
heels  
slip**

**ant  
violin  
purse**

---



## Know Your Words

1. Write the plural of these words by adding **s**: **beaver, movie, ant, purse, violin, and heel.**

2. Write the antonym of **unequal.**

3. Write the words that are the name of a tree.

4. Write the word for **8th.**

5. Write the two words with double letters in them.

6. Write the words that rhyme with **tip, nurse, weavers, plant, and feels.**

7. Add **st** to **cute**, **ry** to **scene**, and **h** to **eight.**

8. Write in syllables the two words having three syllables and show the accent. Check with your dictionary.

9. Write the word with **q** in it. Write **q** and after it the letter that always follows **q** in a word. When you alphabetize words beginning with **q**, you will always have to look at the third letter. Alphabetize **quick** and **questions.**

10. Write the words with **er** in them.

11. The words **ant** and **aunt** sound somewhat alike but not just alike. Notice the difference in the way they are spelled. Write them in these sentences:

a. She found an — on her dress.

b. My — is my father's sister.

12. Write **movies, ant, slip, and cutest.** Cross out all the vowels. The other letters are consonants.

13. Write these words, filling in the missing hard spots: **s-en---**, **p-r---**, **v--lin**, **eq-al**, **h---s**, **eig---**, **sl-p**, **m-v--s**, **--t-st**, **b--vers**, **-nt.**

*To the Teacher: Here is another week's work given in detail. You will secure more successful results if you follow this plan weekly.*



## Mr. White's a Busy Man

Mr. White is a business man. He is the owner of three factories, and he has a very good man as manager of each.

At his factory in Perth shoes are made. When leather and strong thread were scarce, the manager had a hard time to keep all the machines in operation.

Steel tools are the products manufactured by the Hamilton factory. Since good tools are a necessity in wartime, the Hamilton manager had very little trouble in getting the material his factory required.

Mr. White and his secretary, Lloyd Wilson, spend one week of each month in Perth and one in Hamilton, so that the owner may keep in close touch with his managers.

The other two weeks of the month Mr. White spends at his third factory, which is really his hobby. At a tiny place in Montreal, his workers make model airplanes. Here Mr. White is like a boy in a toy shop. It gives him great pleasure to work on the models himself and to design new ones, trying always to improve the old.

---

<b>owner</b>	<b>thread</b>	<b>tools</b>	<b>secretary</b>
<b>factories</b>	<b>scarce</b>	<b>products</b>	<b>model</b>
<b>leather</b>	<b>steel</b>	<b>material</b>	<b>pleasure</b>

---

## Know Your Words

1. Write **steel** or its homonym **steal** in each:

The foxes \_\_\_\_\_ the farmer's hens.

The ship is built of \_\_\_\_\_

2. Write the word for a person who writes letters for another: \_\_\_\_\_

a person who owns something \_\_\_\_\_

3. Write the plural of **factory** and **secretary** by changing **y** to **i** and adding **es**:  
\_\_\_\_\_

4. Add **s** to form the plural of **pleasure**, **material**, **model**, **tool**, **product**:  
\_\_\_\_\_

5. Write the words that rhyme with **stools**, **head**, **feel**, **weather**, and **treasure**:  
\_\_\_\_\_

6. Write **model**, **products**, **factories**, and mark the first vowel in each: \_\_\_\_\_

7. Write **scarce**: \_\_\_\_\_  
After it, put **k** if the first **c** is hard, or **s** if it is soft. Do the same for the second **c**.

8. Write **thread** and **bead**, and after each write the vowel sound of **ea**:  
\_\_\_\_\_

9. Write the words with **er** in them:  
\_\_\_\_\_

10. Fill in the missing hard spots: **o-ner**, **scar--**, **sec--tary**, **t--ls**, **prod--cts**, **l----er**, **st--l**, **th--d**, **mat--al**, **mod--**, **pl--sure**, **fact-r--**.

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. In those \_\_\_\_\_ only electric power is used.
2. Two \_\_\_\_\_ of the soil are lettuce and tomatoes.
3. It is a \_\_\_\_\_ to be home again after such a long journey.
4. Did you put all the \_\_\_\_\_ back in their places?
5. Mr. Wright's \_\_\_\_\_ took the telephone message.
6. Betty sewed the buttons on her blue dress with blue \_\_\_\_\_.
7. A \_\_\_\_\_ of a sailing vessel stood on the table.
8. Food was not \_\_\_\_\_ at the Adams' farm
9. Watch them put the \_\_\_\_\_ beams in place.
10. The \_\_\_\_\_ of the hat we found came back to get it.
11. Mother needs \_\_\_\_\_ to make new kitchen curtains.
12. I received a \_\_\_\_\_ pocket-book for my birthday.

2. Cross out the words you missed and write them correctly.

## Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
2. Review the words you missed last week. You wrote them in your Word Book.
3. Your teacher may ask you to learn some of your extra words or some of your own words.

## Write Your Words Again

1. Take a piece of paper and write your new words as your teacher says them.
2. Write the words you missed last week. If you learned any other words, write them here, too.
3. Write the words you missed today in your Word Book. Spell them correctly.

*To the Teacher: This is the time to give your pupils the half-year review test. Choose twenty-five words, and give them to your pupils in completion sentences. The pupils should write in their Word Books and review the words mis-spelled in this test, using the same procedure as used after the weekly tests.*

## A Funny Play

For the opening scene of our school play the stage was almost dark. It was furnished with a bed, a dresser, a table, and two chairs. Over one chair hung a man's suit, and on the floor were some shoes and a collar. It was bedtime for our hero, who was wide awake and lying in bed with his head on a large pillow, nursing a sore tooth.



We all laughed when there came a knock at the door and our hero, wearing a huge pair of pyjamas, got out of bed. The door was locked, and he couldn't open it. Then he got back into bed, only to get caught in the sheet.

We laughed ourselves sick when the phone rang and our hero fell out of bed trying to reach the table. The play turned out to be even funnier than we expected.

---

scene	bedtime	tooth	locked
dresser	awake	wore	sheet
collar	pillow	pyjamas†	ourselves
		phone	

---

## Know Your Words

1. Write the words with these little words in them:  
**jam, our, bed, low.**

2. Make new words by:

- a. adding **ed** to **lock**
- b. adding **er** to **dress**
- c. putting **a** before **wake**

3. Write each sentence, using the right homonym:

- a. The first (**scene, seen**) is in a castle.
- b. Have you (**scene, seen**) my brother lately?

4. Write the words that mean:

- a. bureau
- b. did lock
- c. did wear
- d. telephone
- e. night clothes
- f. part of a play
- g. part of a shirt
- h. time to go to bed
- i. two things that belong on a bed

5. The plural of **tooth** is written by changing the **oo** to **ee**. Use **tooth** and **teeth** in these sentences:

- a. I had a — pulled.
- b. I had two — pulled.

6. Write these words and cross out silent **e**: **wore, phone, bedtime, scene**. Mark each vowel sound.

7. Write **phone** and find it in your dictionary. Beside **phone** write the letter that **ph** sounds like. When **p** and **h** come together, they usually sound like this.

8. Write the words that rhyme with: **willow, dollar, tore, feet, take, rocked, stone**.

9. Write these words, filling in the missing hard spots: **pi—o—, —on—, s—n—, sh—t—, awak—, wor—, t—th, ours—, l—ked, co—, dr—er, p—amas**.





## Spring Cleaning

One day Mary Benson's mother sent her to the attic to do some spring cleaning. Mary put on an apron and carried water, soap, and clean cloths up the stairs. You could hear her whistle as she climbed.

Sunlight was streaming in through the dirty east window, and Mary decided to start in that corner. "I'll just move some of this stuff first," she said to herself, but her eye lighted on a little old trunk. Mary raised the lid.

Inside the trunk lay an old magazine. She glanced through it and found some notes in her grandmother's writing and a cross beside an article on how to cook cranberries. In an old box were a thin gold bracelet, a perfume bottle, and an old set of dominoes. There were yellowed posters about the public sale of Uncle Will's farm, and there was a large announcement of Grandma Benson's funeral. Under all this Mary found an old fiddle. Grandpa Benson's fiddle! Spring cleaning was forgotten as Mary drew the bow lightly across the strings.

---

<b>attic</b>	<b>stuff</b>	<b>bracelet</b>	<b>posters</b>
<b>apron</b>	<b>magazine</b>	<b>perfume</b>	<b>sale</b>
<b>whistle</b>	<b>cranberries</b>	<b>dominoes</b>	<b>funeral</b>
	<b>fiddle</b>		

---

# Know Your Words

1. Write the new words that mean:

- |                      |                                |
|----------------------|--------------------------------|
| a. signs             | e. a piece of jewellery        |
| b. a game            | f. a paper-covered book        |
| c. a kind of fruit   | g. a covering for a dress      |
| d. something to blow | h. something that smells sweet |

2. Write the words that contain these little words:  
**at, post, let, berries.**

3. Alphabetize the words beginning with **s, f, p,** and **a.**

4. Use the right homonym in each of these sentences:

- a. The (**sale, sail**) caught the breeze easily.  
b. The (**sale, sail**) of the land brought a million dollars.

5. Write these words and mark the short and long vowels: **fiddle, attic, stuff, sale.** Cross out silent **e.**

6. Write **whistle** and say it softly. You do not hear the **t.** Cross out the **t** and then look at the pronunciation in your dictionary.

7. Write the plural of **cranberry** by changing **y** to **i** and adding **es.** If you do not remember the rule for this, find it on page 19.

8. Write the words that rhyme with **whale, middle, thistle,** and **bluff.**

9. Write these words in syllables: **magazine, funeral, dominoes.**

10. Write these words, filling in the missing hard spots: **p-rf—, w-is-le, st—, s—, ap—n, at-ic, mag-zine, bra—let, dom-no—, cranbe—s, funer-l, fi—, p-sters.**



## Crocodiles

A pale yellow butterfly flew here and there to taste the honey of the jungle flowers. It flew with careless ease over the back of a crocodile stretched out on a dry bank and taking a nap in the sun. It flew into the dark swamp where trees hung low over the water and a group of crocodiles lay just below the surface with only their bright eyes and the ends of their long noses showing above the water.

These were African man-eating crocodiles, from which there is no escape for man, bird, or fish. They are awfully fierce creatures and will even rush out of the water and chase their prey as far as their short, weak legs will permit! A puff of wind carried the pale yellow butterfly out of danger.

On a bank lay the crocodile's nest with about thirty eggs waiting to be hatched by the sun. Thirty more man-eating crocodiles!

---

butterfly	crocodile	group	awfully
taste	nap	surface	puff
honey	swamp	escape	danger
	hatched		

---

## Know Your Words



1. Write the new words that mean:
  - a. terribly
  - b. a wet place
  - c. something sweet
  - d. a man-eating animal
2. Add **ly** to **awful**, **ed** to **hatch**, and **d** to **taste** and **escape**.
3. Write the compound word meaning an insect.
4. Write the words that have these little words in them: **face**, **cape**, **fully**.
5. Write in syllables the four words having two syllables and mark the accent in each word. Look in your dictionary to be sure you are right.
6. Write the six words of one syllable.
7. Write these words and mark the sound of:
  - a. the **a** in **nap** and **taste**
  - b. the **u** in **butterfly** and **puff**
8. Write **crocodile**, **escape**, and **surface**. Above each **c** write **k** if the **c** is hard or **s** if the **c** is soft.
9. Write the words that rhyme with **cuff**, **soup**, **money**, **waste**, **matched**, **tap**, **manger**.
10. Write these words, filling in the missing hard spots: **s-rface**, **---ape**, **---p**, **h-n---**, **ha-----**, **tast-**, **da-ger**, **gr---p**, **a-f---**, **sw-mp**, **cr---dile**, **pu---**, **b-t-erfl-**.



## The Wandering Minstrel

All over Europe during the Middle Ages homeless wandering poets travelled about providing music for the different communities. These men, who in England were called minstrels, told stories in verse and set their verse to music.

The verse and music were often the minstrel's own invention, but he also told the old familiar tales and sang the old songs. In this way old stories and songs were preserved and handed down from father to son. We still sing some of these songs today.

A minstrel who found favour with a king might remain for some time at court. He entertained with many a tune and many a story of the king's own brave deeds by the sword.

The minstrels appeared at various castles and stayed to enjoy a feast, to watch a tournament, to see a blue ribbon won. Many of these poets entered into the life of the community, too, by entertaining the poor folks.

---

<b>homeless</b>	<b>favour†</b>	<b>sword</b>	<b>ribbon</b>
<b>verse</b>	<b>court</b>	<b>appeared</b>	<b>entered</b>
<b>minstrel</b>	<b>tune</b>	<b>tournament</b>	<b>community</b>
		<b>folks</b>	

---

## Know Your Words

1. Write one word that has **or** in it and two that have **er** in them.

2. Write two words that end with silent **e**.

3. Write the singular of **minstrels**, **courts**, **swords**, and **ribbons**.

4. Write **sword**, **tune**, and **folks** and mark the long or short vowel in each. Write **minstrel**, **entered**, **ribbon**, **homeless**, and **favour** and mark the first vowel in each. Check with your dictionary.

5. Add these suffixes and make new words:

a. Add **ed** to **appear** and **enter**. b. Add **less** to **home**.

6. Write the four words with double consonants.

7. A **synonym**, you remember, is a word that means about the same as another word. Write the new word that is a synonym for: **contest**, **people**, **poetry**, **seemed**.

8. Alphabetize the words beginning with **t**, **c**, and **f**.

9. Add apostrophe and **s** ('s) to **minstrel** to make it show possession. Find **minstrel's** in the story and then write it in this sentence:

The king liked the — songs.

10. Write **folks** and cross out the silent letter.

11. Write in syllables the word of three syllables and the word of four syllables. Show the accent in each. Check with your dictionary.

12. Write these words, filling in the missing hard spots: **c—rt**, **co—un—ty**, **app—r—d**, **ent—d**, **s—d**, **t—ne**, **ribb—n**, **fav—r**, **f—s**, **v—**, **t—rn—ment**, **m—nstr—**, **ho—le—**.



## The New Roller Skates

The spring that Tommy got his roller skates was the happiest one he had ever known. He skated to school and back, and he skated until dark. He was on wings; he was flying.

Tommy had been the best student in the class, but he no longer cared if each schoolmate beat him in arithmetic or penmanship. As for such a little thing as a comma in the wrong place—now it never worried him. Once he had loved the work in the gymnasium—climbing ropes, swinging on the rings, jumping over the horse. He wasn't even interested in that any more.

Though he had been neither absent nor tardy for years, Tommy began coming in late. Instead of being a good lad, he became a naughty one, and he got mixed up in every form of mischief, from turning over ink bottles to getting paste in other children's hair.

One day the teacher said, "If you're not better tomorrow, Tommy, you'll lose your roller skates!" Such a thought acted like magic. He became the old Tommy again overnight!

---

roller	schoolmate	gymnasium	naughty
happiest	penmanship	tardy	mischief
student	comma	lad	paste
	you'll		

---



# Know Your Words



1. Write a compound word ending in silent **e**.
2. Write a word with the prefix **mis**.
3. Add **est** to **happy**, changing **y** to **i**.
4. Write the contraction for **you will**, remembering the apostrophe.
5. Write the new word that means:
  - a. late
  - b. writing
  - c. trouble
  - d. a young boy
  - e. something sticky
  - f. a person who studies
  - g. a mark to separate words in a sentence
  - h. one who goes to school with another
  - i. a room for exercises and games
6. Write the words with double **l** in them.
7. Write the words that rhyme with **taste**, **glad**, and **haughty**.
8. Write **happiest**, **gymnasium**, **penmanship**, **roller**, and **student**. Mark the sound of **a** in **happiest** and **gymnasium**, **e** and **i** in **penmanship**, **o** in **roller**, and **u** in **student**. Check with your dictionary.
9. Write these words, filling in the missing hard spots: **stud-nt**, **g-mnas-m**, **n---ty**, **pas---**, **misch-f**, **you---**, **s---oolmat-**, **happ--st**, **co--a**, **ro--er**, **pen--nship**, **la-, t-rdy**.



## Petroleum

Millions of people all over the world today want oil because of the invention of so many oil-burning machines. Oil comes from below the rock, deep under the ground, and workers must drill wells to get it out.

When men have decided in what section they will find oil, they build a tall tower over each place where there is to be a well, and the drilling is begun. Steel casings, like tubes, are put down in the hole as the drilling goes on. Sometimes the oil rushes up like a stream of water; sometimes it must be pumped up to the surface.

This oil, as it comes out of the earth, is called petroleum. To be heated it is shipped to distant plants—through pipe lines, by railroad tank cars, or by tank ships if it is to go from one port to another. When petroleum is heated, it can be separated into several products. First, gasoline for motor-cars is taken off. Then comes kerosene to burn in lamps or stoves. Next comes oil to burn in people's furnaces. Last of all comes the oil that is used to grease the different parts of a motor.

---

**millions  
invention  
drill**

**decided  
section  
begun**

**stream  
petroleum  
distant**

**port  
gasoline  
kerosene**

**motor**

---

## Know Your Words

1. Write the words that begin with: **in, de, dis, be.**
2. Write the words that end with **tion.**
3. Write the words that end with **ine** and **ene.** Look in your dictionary to see if the endings sound the same.
4. Write the word that fits best and check with your dictionary:
  - a. crude oil      b. fuel for automobiles
  - c. fuel for lamps or stoves
5. Write the word for the number **1,000,000.** Write its plural by adding **s.**
6. Write the words that rhyme with: **dream, still, sort, divided, sun, election.**
7. Write the two words with **or** in them and the two words with **ro** in them.
8. Add **d** to **decide** and **ed** to **drill.**
9. Add **ing** to **decide**, remembering to drop the silent **e.**
10. Write the words that end with **um** and **un.**
11. Alphabetize the words beginning with **g, d, s, m,** and **p.**
12. Write **begin, began, and begun** in these sentences:
  - a. I will — the work on the toy.
  - b. Mary has — her work on the toy.
  - c. Jack — his work on the toy yesterday.
13. Write these words, filling in the missing hard spots: **gas-line, dist-n-, dr-l-, de-ided, beg-n, mot-r, inven-ion, mill—ns, str—m, p-trol-um, p-rt, k-ros-ne, se—ion.**



## My Tramp

One day a tramp knocked at our kitchen door and begged for some food. It was the worst day a tramp could choose to come begging, because Mother was sick in bed and I had only a little leftover meat for my own lunch. I told him to sit outside in the shade. Then I piled bread and butter, the hot meat, a cup of coffee, and some apples on a tray and marched out with it. I noticed then his face was white and pinched.

I went back into the house and told Mother what I had done. She said I must lock the doors or she would worry about me. Every now and then I stole a look at my tramp and saw that he was still eating. "Not going to waste a bit," I thought. In a little while I heard the sound of chopping at the woodpile. I opened a window and called to him to stop. He did, for he was too tired to work. I handed him a dollar and told him to get some sleep. He thanked me and walked away.

About a year later I received a letter, containing a dollar bill. It was written on good stationery and said: "Thanks, little girl, for the loan. Your tramp."

---

<b>tramp</b>	<b>choose</b>	<b>marched</b>	<b>stole</b>
<b>begged</b>	<b>begging</b>	<b>pinched</b>	<b>waste</b>
<b>worst</b>	<b>shade</b>	<b>worry</b>	<b>stationery</b>
	<b>loan</b>		

---

# Know Your Words



1. Double the **g** in **beg** and add **ed** and **ing**.
2. Add **ed** to **march**, **pinch**, and **loan**.
3. Add **d** to **waste** to mean **did waste**.
4. Alphabetize the eight words beginning with **w**, **s**, and **b**. You will have to look as far as the fifth letter.
5. Write the synonym for **pick**.
6. Write **stole**, **waste**, **tramp**, **pinched**, **begged**, and **shade** and mark a long or a short vowel in each. Check with your dictionary.
7. Write **loan** and beside it write its vowel sound. Check yourself by looking in your dictionary.
8. Write these sentences, using the homonyms **waist** and **waste**:
  - a. Be careful not to — any paper.
  - b. The boy tied a rope around his —.
9. Write **choose** and **chose** in these sentences, using a question mark after the first sentence:
  - a. Which dress did she —?
  - b. She — the blue and white one.
10. Write these words, filling in the missing hard spots: **tra-p**, **be—ed**, **ch—se**, **stol—**, **station—ry**, **w—st**, **wo—y**, **w—st—**, **m—ched**, **l—n**, **shad—**, **be—ing**.



## Tommy's Job

Tommy's daily job during Christmas vacation was to shovel the snow off the front walk and put sand on it every afternoon before his grandfather went uptown to the bank. It was the sixth day on which snow had fallen and no change in the weather was in sight. Tommy was getting tired of shaking the snowflakes off his clothes. He just never felt dried out! So he thought of a plan—to pay a boy in the neighbourhood to shovel, and then to do a quick sanding himself.

The next afternoon Tommy glanced at the clock on the shelf in the dining-room. The clock was beneath a picture with the title, "Snow o'er the Valley" which Tommy hated more than ever now. The hands pointed to seventeen minutes after two. No boy and no shovel were in sight. Then came eighteen, nineteen, twenty minutes after two. Still there was no boy. At twenty-two minutes after, Tommy rushed out and shovelled like mad. "That good-for-nothing kid!" he murmured. "He doesn't appreciate the chance to earn a dime a week!"

---

<b>daily</b>	<b>sixth</b>	<b>neighbourhood†</b>	<b>eighteen</b>
<b>shovel</b>	<b>change</b>	<b>shelf</b>	<b>nineteen</b>
<b>uptown</b>	<b>snowflakes</b>	<b>dining-room†</b>	<b>twenty-two</b>
		<b>dime</b>	

---

## Know Your Words

1. Write the words for **6th**, **18**, **19**, and **22**, remembering to use a hyphen (-) in the last one. Do you know which numbers are written with hyphens?

2. Write two compound words, using these four words: **town**, **flakes**, **snow**, **up**.

3. **Dining-room** and **living-room** are each made up of two words. Write **dining-room** and **living-room**.

4. Write these words in syllables and put the accents in the last two: **nineteen**, **snowflakes**, **shovel**, **neighbourhood**. Check with your dictionary.

5. Write **eighteen**, **neighbourhood**, and **daily**. Beside the first two write the sound of **ei**. Beside **daily** write the sound of **ai**. Are the vowel sounds the same or different? Check with your dictionary.

6. Many words have more than one meaning. Use **change** in two different ways in these sentences:

a. Have you — for a dollar?

b. John went to — his clothes.

7. Write the new word that means:

a. ten cents

c. a room to eat in

b. every day

d. remove with a shovel

8. Write **shelf**, **dime**, **sixth**, and **change**. Cross out silent **e** and mark the long and short vowels.

9. Write the antonyms for **downtown** and **nightly**.

10. Write these words, filling in the missing hard spots:—**lf**, **sh-v—**, **six—**, **di—**, **d—**, **—ght—n**, **n—b—rhood**, **nin-t—n**, **chan—**, **di-ing-room**, **sno-fla—s**, **upto-n**, **twenty-t—**.





## Copper

For thousands of years men have known how to use copper to make tools, common objects for home use, and beautiful ornaments. Some pure copper has been found in the raw state, but not much. Copper has usually been found in rock. This has meant some very difficult problems in separating the copper from the rock.

Today copper is mined either in regular mines, which are tunnels cutting deep into the earth, or in open mines when the rock containing copper is close to the surface. This "copper rock" is dug out of the earth by a gang of men using steam shovels. Then it is loaded on to trains and taken to a plant to be made pure and clean by machinery. The rock is crushed by a great weight into small bits, and the pieces containing no copper are taken out. Heating the other pieces in a special kind of furnace finally separates most of the copper from the rock. When the copper is poured out, it is nearly pure. If a metal that is quite pure is desired, the copper is treated with electricity.

---

**known  
copper  
common**

**raw  
meant  
problems  
poured**

**regular  
cutting  
gang  
quite**

**weight  
special  
furnace**

---

## Know Your Words

1. Write the new words that mean:

- |                  |                             |
|------------------|-----------------------------|
| a. a metal       | c. what we do in arithmetic |
| b. a large stove | d. a group of workmen       |

2. Write **known**, **meant**, **weight**, and **poured**.

Beside these words write the vowel sounds of **ow**, **ea**, **ei**, and **ou**. Then check with your dictionary. Cross out the silent **k** in **known**.

3. Write **cut**. Double the **t** and add **ing**.

4. Write **regular** and **special** and mark the long or short **e** in each word.

5. Use the right homonym in these sentences. Be sure to write **'s** to show possession in the second sentence.

a. Jack had to (**weight**, **wait**) for the mail.

b. Jack's (**weight**, **wait**) is just right for his age.

6. **Quite** and **quiet** are not homonyms. Say them to yourself and notice that **quite** has one syllable and **quiet** has two syllables. Use the right word in each of these sentences:

a. The house was very (**quiet**, **quite**).

b. The horse is (**quiet**, **quite**) able to pull the load.

7. Alphabetize the words beginning with **c**, **p**, **r**, and **q**. Put **quiet** into your alphabetical list also. When you alphabetize words beginning with **q**, you always need to look as far as the third letter. Why?

8. Write these words, filling in the missing hard spots: **co—er**, **co—n**, **cu—ing**, **pro-l—s**, **regul-r**, **r—**, **sp—**, **furn—e**, **w—ght**, **m—nt**, **q—t—**, **p—red**, **g—n—**, **—no—**.



## Tonsils

One of the stories my grandmother likes best to tell is about the time she couldn't go to her cousin's wedding. She was ready to get into the carriage when her mother found her crying because the glands in her neck had begun to swell and ache.

"Sakes alive, dearest child!" her mother cried. "It's your tonsils. You have a fever!"

Poor little Grandmother! She was carefully bundled up, taken over to Auntie Sue's house and put to bed in the spare room, while her mother and father went to the wedding.

Auntie Sue was famous in the village for her supplies of medicine, and Grandmother was made to taste and chew some very strange things. Her neck was wrapped in cold cloths, and an ice bag placed on her head.

Grandmother lay in the spare bedroom for days. For a while she just slept and drank water. At last when she was beginning to eat, Auntie Sue brought her an oyster. To this day Grandmother likes to remember how cold and slippery it felt sliding down her hot throat.

---

<b>grandmother</b>	<b>swell</b>	<b>fever</b>	<b>medicine</b>
<b>wedding</b>	<b>dearest</b>	<b>carefully</b>	<b>chew</b>
<b>glands</b>	<b>tonsils</b>	<b>supplies</b>	<b>drank</b>
	<b>beginning</b>	<b>oyster</b>	

---

# Know Your Words

1. Make new words by:

- a. adding **est** to **dear**
- b. adding **ly** to **careful**
- c. changing **i** to **a** in **drink**
- d. adding **s** to **tonsil** and **gland**
- e. doubling the **d** in **wed** and adding **ing**
- f. doubling the **n** in **begin** and adding **ing**

2. Write the plural of **supply** by changing the final **y** to **i** before adding **es**.

3. Write a compound word with **mother** in it.

4. Write the new words that mean:

- a. with care
- b. a sea food
- c. to get bigger
- d. a high temperature
- e. what sick people take
- f. to grind with the teeth

5. Write the words that rhyme with **sank**, **blew**, **fell**, **pinning**, and **hands**.

6. Write the three words having **er** in them.

7. Write **carefully** and **medicine**. After each write the sound of **c** in the word.

8. Write **swell**, **wedding**, **fever**, and **medicine** and mark a long or a short **e** in each. Write the consonants in **medicine**.

9. Write **tonsils**, **dearest**, and **supplies** in syllables and mark each accent. Check with your dictionary.

10. Write the antonyms of **carelessly** and **ending**.

11. Write these words, filling in the missing hard spots: **dra-k**, **d--r-st**, **f-ver**, **o-ster**, **car-fu--y**, **ch--**, **gra--mother**, **we--ing**, **suppl---**, **med-----**, **begi--ing**, **tons--s**, **gl-n-s**, **sw---**.



## The Crossword Puzzle

Judy was doing a crossword puzzle that her father had cut from the newspaper. "Remember, Judy," Father had said in the morning, "you're going to do this one all by yourself!"

"Suppose I get stuck?" laughed Judy. "There are such hard words here!" But Judy hadn't got stuck so far. She could figure out "two letters meaning afternoon". That was "P.M.". She could write the longest name for a day of the week in three letters—"Wed.". She knew a short word for examinations—"exams.". She knew the abbreviations of two months beginning with the letter "A.". They were "Apr." and "Aug.". "Next after eighth" was, of course, "ninth".

Judy had to think a while to get some especially hard ones, like "the reply to a question", "dividing one number by another", and "the number of eggs most people buy". At last she wrote "ans.", "division", and "dozen". Just one more word and her puzzle would be finished! "What you put a letter in". Judy thought and thought. Was it "mailbox"? Oh, no. It was "envelope"!

---

<b>remember</b>	<b>P.M.</b>	<b>Apr.</b>	<b>especially</b>
<b>yourself</b>	<b>Wed.</b>	<b>Aug.</b>	<b>ans.</b>
<b>suppose</b>	<b>exams.</b>	<b>ninth</b>	<b>division</b>
	<b>dozen</b>	<b>envelope</b>	

---

# Know Your Words



1. Write the abbreviations of these words, using periods for all five of them and capitals for the first four:

**April, August, Wednesday, afternoon, answer.**

2. Write the word for **9th**. Write the word that means **twelve**.

3. Alphabetize the ten words that begin with **e**, **d**, **a**, **w**, and **p**.

4. Drop the silent **e** in **suppose** and add **ing**.

5. Write words that mean **did remember** and **did suppose**.

6. Write the words ending with these suffixes: **self**, **ly**, and **th**.

7. Write the words that have the little words **mem-**  
**ber** and **your** in them.

8. Write the words that begin **re**, **ex**, and **en**.

9. Write **exams**, **ninth**, and **suppose**. Mark the sound of **a** in **exams**, **i** in **ninth**, and **o** in **suppose**. Check with your dictionary.

10. Write the word that ends with **sion**.

11. Write these words, filling in the missing hard spots: **env-lope**, **esp-c---y**, **do-en**, **rem---ber**, **an---**, **su---ose**, **yours---f**, **divis---n**, **ni-th**, **e-ams**.



## The Youngest Colt

Late in the spring a new colt was born on a ranch in Alberta. He lay in the great stable and his mother stood beside him. After she had finished the hay in her manger, she turned and licked her colt, making soft noises in his little ears. He seemed to understand. Later in the day he managed to pull himself up on his four feet.

After a week or two, when the weather was warmer, the youngest colt and his mother were allowed outside in a small field behind the stable. Later they were allowed to join the other mothers and colts in the big pasture, where they could go wading in the brook.

One day as the youngest colt stood by the wire fence, he saw a splendid big horse running ahead of the others in a distant field. The colt asked his mother whether he would ever run like that. She answered proudly, "I will tell you a secret, young sir. You will run with those horses when you are grown up. Perhaps you will be an even greater runner than any of them."

---

colt  
born  
manger

licked  
understand  
warmer  
youngest

wading  
brook  
wire  
splendid

whether  
secret  
sir

---



# Know Your Words



1. Write the new words that have these little words in them: **and**, **did**, **man**, **arm**, and **young**.

2. A suffix is an ending which is added to a word to change its meaning. Add the suffix **est** to **young**, the suffix **ed** to **lick**, and the suffix **er** to **warm**.

Drop the **e** in **wade** and **wire** and add the suffix **ing**.

3. Write **under** and **stand** together to make a new word meaning **to get the idea**.

4. Write the word that means:

- a. fine looking      c. a box containing feed
- b. a young horse    d. a small stream of water

5. Alphabetize the nine words beginning with **w**, **b**, and **s**.

6. Write the words that rhyme with **jolt**, **took**, **fire**, **fading**, **together**, **corn**, **fir**, **picked**, **danger**.

7. Write **secret** and **colt**. After each write the sound of the **c**.

8. Write the antonyms of **colder** and **oldest**.

9. Write these words, filling in the missing hard spots: **col—**, **wi—**, **w—ther**, **br—**, **b—n**, **splend—d**, **se—et**, **und—stand**, **ma—er**, **li—ed**, **w—rmer**, **s—**, **w—ding**, **yo—ngest**.



## Nancy's Letter to Jean

Dear Jean,

Father has bought a house here in the western part of the province and we have settled down. I am very much excited, as I am going to have my own garden this year. I have promised to keep out all the weeds. I chose a spot to the east of the house, and Father ploughed it last month.

Last week we worked like slaves setting out onions and planting early peas and beets near by. However, we didn't finish all our planting. I want to put in more greens for salad and get them well started before the hot weather dries them up. I still have plenty of time.

I remember that when we lived in your part of the country, we thought we were lucky to have seeds in the ground by May the first, and then we expected the cold rains to wash them away!

The near-by orchard is white with cherry blossoms just now. It looks as if there will be millions of cherries later on!

Write soon,  
Nancy

---

**western  
weeds  
month**

**slaves  
onions  
peas  
cherries**

**beets  
however  
salad  
later**

**weather  
near-by  
orchard**

---

## Know Your Words

1. Write the names of three common vegetables.
2. Write the words that mean:
  - a. a group of fruit trees
  - b. a kind of fruit
  - c. plants that are out of place in a garden
  - d. a dish containing greens and other foods
  - e. one of the twelve parts of the year
3. Write **near-by** with a hyphen. If you say “**near-by** orchard”, use a hyphen, but if you say, “The orchard is **near by**”, use two separate words.
4. Write the antonyms of **faraway**, **earlier**, and **eastern**.
5. Write these plural words and then write the singular of each: **onions**, **weeds**, **peas**, **beets**, **slaves**.
6. Write a compound word made of **ever** and **how**.
7. Change **y** to **i** in **cherry** and add **es**.
8. The words **beets** and **beats** are homonyms. Write these sentences, using the right word in each:
  - a. The cook (**beets**, **beats**) the cake to make it light.
  - b. The (**beets**, **beats**) are growing fast.
9. The words **weather** and **whether** are not homonyms, but they are often confused. Write them in these sentences, using a question mark after each:
  - a. Aren't we having fine — ?
  - b. Do you know — you are going?
10. Write these words, filling in the missing hard spots: **che**—s, **orch**—d, **on**—ns, **w**—ds, **w**—ther, **weste**—n, **p**—, **b**—ts, **m**—th, **l**—er, **sal**—d, **sl**—v—s, **how**—, **n**—r—by.



## Maria's Thanksgiving

It is true that Maria loved music. Even so, she was surprised to find, one day, that she had a hand organ, an organ man, and even a monkey inside her kitchen.

The family for whom Maria cooked had gone to the country for Thanksgiving and left her alone. Maria had opened the window so that the music would seem louder. The monkey was resting on top of a barrel, but when the order came to dance, he began to obey at once. He skipped around until he was told to stop. Then, at his master's order, he started dancing again.

Probably the monkey would have kept this up forever had not Maria asked the man and the monkey to come in for a cup of cocoa and some of the cookies she had just baked. Neither of them refused. They drank two cups of cocoa apiece, and they stuffed themselves with hot cookies. The organ man said they had had nothing but some soda water since morning. He played every tune his organ held, but the tired little monkey curled up in Maria's lap and went to sleep.

---

**organ**  
**whom**  
**Thanksgiving**

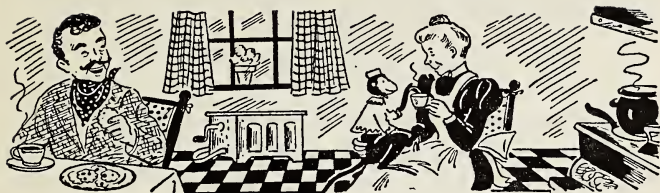
**louder**  
**barrel**  
**obey**  
**skipped**

**probably**  
**forever**  
**cocoa**  
**neither**

**apiece**  
**soda**  
**since**

---

# Know Your Words



1. Write the two words with double consonants.
2. Write the words beginning with the prefixes **for** and **a**.
3. Write the name of the holiday in October. Be sure to begin it with a capital letter.
4. Write **apiece**, **cocoa**, and **since**. Above each **c** put **k** if it is hard or **s** if it is soft.
5. Alphabetize the five words beginning with **o** and **s**.
6. Write the word that may mean either a powder for baking or a powder for washing.
7. Write the three words that end with **er**.
8. Write the words that have these words in them: **who**, **piece**, **so**, **ever**, **either**, and **giving**.
9. Make new words by:
  - a. adding **er** to **loud**
  - b. doubling the **p** in **skip** and adding **ed**
  - c. dropping the silent **e** in **probable** and adding **ly**
10. Write these words, filling in the missing hard spots: **s---**, **sin---**, **o-g-n**, **ob-y**, **barr---**, **ap--ce**, **pro---ly**, **Than--giving**, **for-ver**, **wh---**, **l--der**, **coc---**, **n--ther**, **s----ed**.



## Mr. Porcupine

Wherever you go through the woods in this country you may run into a slow-moving little creature called the porcupine. He is not fierce, although nature has provided him with a set of fine teeth and has protected him with an interesting kind of coat. He is not keen to fight; he will find it easier to hide his head somewhere under the rocks, leaving his strong tail ready to hit his enemy.

Without their wonderful coats, which contain many sharp needles, porcupines would be in constant danger. Though they can climb anywhere they wish, they haven't the sense to figure things out quickly, nor to avoid an enemy.

There is something else interesting about a porcupine, and that is his great love for salt. In fact, he loves salt so much he will chew on anything that contains a taste of it, like boxes that once served to hold meat or salted fish. Mr. Porcupine is often quite a bit of trouble around a camp when he feels this "urge" for salt.

---

**wherever  
through  
porcupine**

**fierce  
keen  
easier  
else**

**somewhere  
without  
anywhere  
served**

**haven't  
figure  
nor**

---



## Know Your Words

1. Make four compound words with these little words: **where, out, any, some, ever, with**. Use **where** three times, dropping the final **e** in one word.

2. Write the contraction for **have not**, remembering the apostrophe.

3. Write the word **through**. Say it to yourself and then say **though**. Even though the last four letters are the same, the two words are pronounced differently.

4. Alphabetize the words beginning with **w, f, s, e**.

5. Write the name of the animal that protects itself with its needles.

6. Make new words by:

- a. writing **n** before **or**      b. adding **d** to **serve**
- c. changing the **y** to **i** in **easy** and adding **er**

7. Write synonyms for **sharp** and **number**.

8. Write the antonyms of **dull, gentle, with, have**, and **harder**.

9. Write **fierce, easier, and keen**. After **fierce** write the sound of **ie**; after **easier**, the sound of **ea**; after **keen**, the sound of **ee**. Check with your dictionary. You will see that these three words all have the same vowel sound.

10. Write **porcupine** and **figure** and write the sound of **i** in each.

11. Write these words, filling in the missing hard spots: **som—ere, f—r—e, fig—, anyw—ere, s—rved, por—pine, eas—r, els—, th—, w—erever, wi—out, hav—, n—r, k—n**.





## Lumbering

Since pioneer days lumbering has been one of the principal Canadian industries. In those days great forests had to be cleared, and lumber was needed to build houses.

Until sixty or seventy years ago trees were felled with axes, and forests rang with the sound of chopping. Since then men have used saws and machines, and now they seldom chop down big trees.

In the olden days lumbering was nearly always done in the winter so that the horses or oxen might drag their heavy loads over snow-covered roads to the river. When the ice broke in the spring, the logs were floated to the mill.

On account of the good price paid for lumber, many men were hired to spend the winter in the northern woods. They lived in central bunkhouses, in which there was at least one upper bunk for every lower one. The men got up when it was only half light, in order to do an honest day's work of ten or twelve hours.

---

**pioneer  
Canadian  
lumber**

**seventy  
chopping  
chop  
half**

**account  
price  
hired  
honest**

**central  
upper  
bunk**

---

## Know Your Words

1. Write three words with long **i** and three words with short **u**, marking these vowels. Check with your dictionary to see if you are right.

2. Write two words with hard **c** and two words with soft **c**. Write **hard c** or **soft c** after each word. Do not write words with **ch**.

3. Write the word **honest**. Look in your dictionary to see if the **h** is pronounced. If **h** is silent, cross it out.

4. Write one word with a double vowel and three words with double consonants.

5. Write the word for **70**.

6. Write **chop**. Write another form of **chop** by doubling the **p** and adding **ing**.

7. Write **hire**. Drop the **e** and add **ing**.

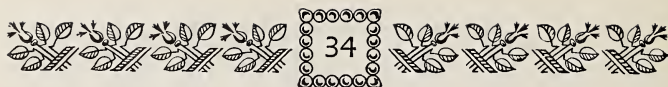
8. Alphabetize the ten words beginning with **c**, **a**, **h**, and **p**. Should **chopping** or **chop** come first?

9. Write **lumber**, **seventy**, and **central** in syllables and show the accent in each word. Be sure to check with your dictionary. It is important to know how words may be divided at the end of a line.

10. Write the word that always begins with a capital. Use it in this sentence with **'s** to show possession:

It is a — right to vote when he is of age.

11. Write these words, filling in the missing hard spots: l—ber, pri—, —nest, ha-f, ---p, p—n—r, ch---ing, centr-l, a--ount, u--er, C-nad--n, seven—, h---d, b-nk.



## Sky Adventure

Flight-Lieutenant Hamilton was off at midnight on a secret project. He had been given permission to use the biggest plane at the airport. He left his base with four men, after he had received the "all clear" signal from the radio control tower.

After travelling for miles, the plane suddenly ran into fog and cloud banks. As the clouds parted, something terrible seemed about to happen—another airplane was coming directly toward them! Flight-Lieutenant Hamilton's plane took a nose dive, and everyone waited for the crash. But nothing happened. The two planes passed with very little space to spare!

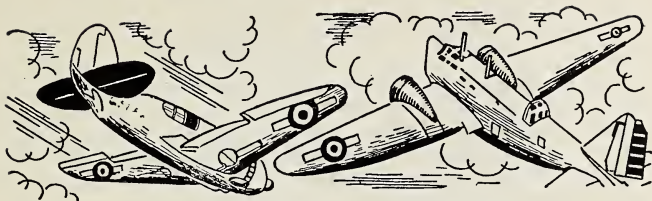
Hamilton's plane dropped a thousand feet and then began to level off. As it slowly climbed again, he looked back at his men. None of them had quit his post. No, he would never be disappointed in these men. He knew that they would stand by him through any kind of adventure until the airport was reached.

---

<b>midnight</b>	<b>base</b>	<b>everyone</b>	<b>none</b>
<b>project</b>	<b>radio</b>	<b>crash</b>	<b>disappointed</b>
<b>permission</b>	<b>tower</b>	<b>happened</b>	<b>adventure</b>
	<b>terrible</b>	<b>level</b>	

---

## Know Your Words



1. Write the words beginning with the prefixes **dis**, **ad**, **pro**, **per**, and **mid**.

2. Write two words ending with the suffix **ed**.

3. Write the four words with double consonants.

4. Write the words having these little words in them:  
**one** and **night**.

5. Write these words and mark all the vowels, crossing out silent **e**: **midnight**, **crash**, **base**, **project**.

6. Write **radio** and mark the **a**. Write **level** and mark the first **e**.

7. Alphabetize all your new words.

8. Write the compound word **everyone**. Add 's to make it show possession. Write **everyone's** in this sentence:

We took — books out of the room.

9. Write the words that rhyme with **power**, **done**, **trash**, and **vase**.

10. Write these words, filling in the missing hard spots: **r-d—**, **ba—**, **di-a—ointed**, **cra—**, **l-v—**, **n-n—**, **mi—ight**, **a-ven—**, **happ—**, **p—mi—ion**, **ever-one**, **terr-ble**, **to-er**, **pr—ect**.

## Your Extra Words

Here are your extra words in the order of their importance. These same words appear in alphabetical order in your dictionary, where they have stars in front of them. If your teacher asks you to learn your extra words in the order of their importance, be sure to find each word in your dictionary and to notice how it is pronounced and what it means.

Put a check mark (✓) beside each extra word you learn.

- |                |              |                 |
|----------------|--------------|-----------------|
| 1. leader      | 29. chicks   | 57. artist      |
| 2. cities      | 30. comb     | 58. fireworks   |
| 3. railroad    | 31. feather  | 59. grapes      |
| 4. sooner      | 32. governor | 60. keeper      |
| 5. kisses      | 33. sleepy   | 61. lie         |
| 6. beads       | 34. weighs   | 62. milkman     |
| 7. flies       | 35. flu      | 63. oldest      |
| 8. southern    | 36. shed     | 64. plate       |
| 9. prettiest   | 37. digging  | 65. speech      |
| 10. cries      | 38. fool     | 66. crack       |
| 11. discovered | 39. lit      | 67. lamb        |
| 12. cheer      | 40. lodge    | 68. led         |
| 13. crowd      | 41. hockey   | 69. manufacture |
| 14. pine       | 42. concert  | 70. skim        |
| 15. order      | 43. goddess  | 71. smell       |
| 16. pleasant   | 44. holy     | 72. tax         |
| 17. voice      | 45. she's    | 73. herd        |
| 18. canary     | 46. stomach  | 74. playmate    |
| 19. lucky      | 47. balloon  | 75. ripe        |
| 20. you're     | 48. capital  | 76. tries       |
| 21. flour      | 49. dairy    | 77. bare        |
| 22. replied    | 50. disease  | 78. bake        |
| 23. U.S.       | 51. kicked   | 79. bales       |
| 24. blood      | 52. robbers  | 80. beg         |
| 25. divided    | 53. sack     | 81. bump        |
| 26. settlers   | 54. shadow   | 82. cannon      |
| 27. drowned    | 55. statue   | 83. click       |
| 28. muddy      | 56. angel    | 84. curly       |

85. dragon	121. parrot	157. swan
86. fear	122. pod	158. sweat
87. forgive	123. rally	159. thrilling
88. howl	124. rocky	160. tip
89. paw	125. seek	161. worried
90. pilot	126. sink	162. birth
91. reply	127. streetcar	163. bud
92. tomatoes	128. tinsel	164. bug
93. tub	129. you've	165. bundle
94. area	130. bill	166. carols
95. bog	131. bouquet	167. carpenter
96. colonists	132. bunny	168. clever
97. crawled	133. cheaper	169. cruel
98. denominator	134. cheerful	170. delivered
99. errand	135. cough	171. experience
100. forehead	136. drawn	172. fairground
101. inkwell	137. drug	173. flakes
102. lightning	138. duty	174. frost
103. mistress	139. exhibit	175. granddaughter
104. patent	140. fright	176. marry
105. shepherd	141. gauze	177. mittens
106. spinning	142. goodness	178. motto
107. sprained	143. grave	179. ornaments
108. stolen	144. highway	180. owe
109. tribe	145. lb.	181. plateau
110. twenty-eight	146. lime	182. pneumonia
111. bolls	147. Mon.	183. pottery
112. border	148. mts.	184. printed
113. cabinet	149. pearl	185. servant
114. choir	150. playground	186. share
115. chopped	151. rooster	187. storekeeper
116. chum	152. seashore	188. stormy
117. driving	153. service	189. trailer
118. dusty	154. skunk	190. vanity
119. further	155. stools	191. whipped
120. harp	156. stumbled	192. within





# Your Dictionary

In your dictionary you will find all your new words for this year in the order of the alphabet. Your dictionary shows how a word is spelled, how it is divided into syllables, how it is pronounced, what it means, and how it is used in a sentence.

The numbers which appear in heavy type after the pronunciation show the page on which the word is taught. The words which have stars in front of them are your extra words, which are not taught in the lessons. Your teacher may ask you from time to time to learn these words by yourself. On pages 84-85 they are listed in the order of their importance.

## Key to Pronunciation

Some letters have several different sounds. The different sounds of each letter are marked in this dictionary. The marks are shown here as they are used in words you know. They are also at the foot of each page in the dictionary.

ā as in **ate**

ǎ as in **at**

ä as in **are**

â as in **care**

à as in **glass**

ē as in **we**

ĕ as in **met**

ē as in **baker**

ĕ as in **begin**

ī as in **ice**

ĭ as in **is**

ō as in **old**

ŏ as in **not**

ō as in **obey**

ô as in **or**

ŏ as in **soft**

ū as in **use**

ŭ as in **us**

û as in **turn**

û as in **unite**

ōō as in **shoot**

ŏŏ as in **foot**

ou as in **about**

oi as in **oil**

tû as in **nature**

th as in **then**

th as in **thin**

zh as in **garage**

## ABSENT

### A

**ab'sent** (ăb'sěnt) 22. Away. Not present. How many pupils were *absent* from your class yesterday?

**ac'ci dent** (ăk'si děnt) 13. 1. An event that was not expected, usually an unhappy one. A tree fell and caused an *accident*. 2. Chance. A ball hit Mother by *accident*.

**ac count'** (ă kount') 80. We did not go out on *account* of the rain. We cannot *account* for that.

**a'cres** (ă'kěrz) 18. Measures of land. An acre is 160 square rods or 43,560 square feet. Two *acres* of our farm are planted in potatoes.

**ad ven'ture** (ăd vĕn'tŭr) 82. An experience that is not usual but is often interesting or difficult. The boys at our camp had an exciting *adventure*.

**air'port'** (âr'pōrt') 32. A place where airplanes land and take off. Yesterday the airplanes could not leave the *airport* because of the fog.

**al fal'fa** (ăl făl'fă) 40. A plant used to feed horses and cattle. Last year the farmer cut three crops of *alfalfa* in that field.

## APIECE

**a live'** (ă lĭv') 16. Living. Years ago these trees were *alive*; now they are dead. The hunter brought the lion back *alive*.

**al lowed'** (ă loud') 36. Permitted. I was never *allowed* to go out there.

**a mount'** (ă mount') 34. Quantity. A large *amount* of money is needed to pay for the war.

**\*an'gel** (ăn'jĕl). A good spirit. You are like an *angel*. In the painting the *angel* had wings and a white robe.

**ans.** 70. Short form for *answer*.

**ant** (ănt) 44. A small insect. The *ant* was carrying a grain of sand to the *ant* hill.

**an'xious** (ăngk'shŭs) 13. 1. Eager. I was *anxious* to see the circus. 2. Worried. Mother was *anxious* to know what had happened to the children.

**an'y where** (ĕn'ĭ hwâr) 78. In any place. You may sit *anywhere* in the room.

**a part'** (ă pärt') 40. 1. Aside. He stood *apart* from the other pupils. 2. Away from each other. His legs were wide *apart*.

**a piece'** (ă pĕs') 76. For each one. The bananas are three cents *apiece*.

ă, ate; ă, at; â, are; â, care; â, glass; ĕ, we; ĕ, met; ĕ, baker; ĕ, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or; ô, soft;

**ap peared'** (ă pĕrd') 56. 1. Was seen. Nancy *appeared* as a queen in the school play. The principal *appeared* in school early. 2. Seemed. The baby *appeared* to be very happy.

**ap pre'ci ate** (ă prĕ'shĭ āt) 20. 1. Be grateful for. We *appreciate* all that you have done for us. 2. Understand or be aware of. Do you *appreciate* how much the house is worth? 3. Enjoy. An artist can *appreciate* good pictures.

**Apr. 70.** Short form for *April*.

**a'pron** (ā'prŭn) 52. Something worn in front to protect one's clothes from harm. Mother wears an *apron* when she is washing dishes.

**\*a're a** (ā'rĕ ā). 1. Amount of surface. The *area* of this sidewalk is 200 square feet. 2. Space. You may play baseball in this *area* only.

**ar'mi stice** (ār'mĭ stĭs) 42. The end of fighting for a while. We celebrate *Armistice* Day on November 11.

**\*ar'tist** (ār'tĭst). A person who draws or paints pictures. The *artist* painted a picture of the ocean.

**at tack'** (ă tăk') 22. 1. Start a fight against. The In-

dians might *attack* them. 2. Set to work upon. A cold might *attack* you.

**at ten'tion** (ă tĕn'shŭn) 36. He did not get much *attention*. You should pay careful *attention* in school. The teacher called the boy's *attention* to his mistake in adding. The officer had told the soldier to come to *attention*.

**at'tic** (ăt'ĭk) 52. The part of the house or the rooms just under the roof. Mother puts the blankets in the *attic* for the summer.

**Aug. 70.** Short form for *August*.

**Au'gust** (ô'gŭst) 32. *August* is the eighth month of the year.

**Aunt'ie** (ăn'tĭ) 38. The sister of one's mother or father. The wife of one's uncle. *Auntie* Ruth and I went to meet my uncle at the station.

**Ave. 30.** Short form for *Avenue*.

**av'e nue** (ăv'ĕ nŭ) 30. A wide street. The dog followed me a little way down the *avenue*. There are many stores on Portage *Avenue*.

**av'er age** (ăv'ĕr ĭj) 34. My *average* grade was ninety this term. He is of *average* height for his age. To find

## AWAKE

the *average* of 2, 8, and 14, add the numbers and divide by 3; the *average* is 8.

**a wake'** (ă wāk') 50. Not asleep. The baby was *awake* and playing with her rattle.

**aw'fully** (ô'fööł ĭ) 54. Terribly. The giant looked *awfully* big and fierce.

**axe** (ăks) 36. A tool used to chop wood. We need a sharp *axe* to cut this wood for the fireplace.

## B

**bac te'ri a** (băk tēr'ĩ ä) 22. Very tiny living plants. Some *bacteria* cause sickness, and some are useful to us.

**\*bake** (băk). Cook, usually in an oven. Mother will *bake* a cake for the cake sale at school.

**\*bales** (bālz). Large bundles tied or wired, ready for shipping or storing. The *bales* of cotton were put on the boat.

**\*bal loon'** (bă lōōn'). A bag filled with air or with a gas light enough so that it will float in the air. The baby threw the *balloon* up in the air. The *balloon* floated high over the trees.

**bang** (băŋg) 42. The baby hit the drum with a big *bang*.

## BEDTIME

**\*bare** (bâr). Without covering. He stepped on my *bare* foot. The trees are *bare*.

**bar'rel** (băr'ěl) 76. 1. A round vessel, often made of wooden strips, held together by hoops. The baker opened another *barrel* of flour. 2. The long, round metal part of a gun. The soldier cleaned the *barrel* of his gun.

**base** (bās) 82. 1. The bottom part. The vase had a wide *base*. 2. A station. The plane left its *base*. The player slid to second *base*.

**bat'tle** (băt'l) 42. A fight. The soldiers began to prepare for a hard *battle*. We had a snow *battle* after school.

**\*beads** (bēdz). Small balls of glass, wood, or metal, with a hole, used for ornaments or for counting. My mother broke her string of green *beads*. The boy learned to count by sliding *beads* on the wires in the frame.

**bea'vers** (bē'vērz) 44. Animals that have fur and broad, flat tails. The *beavers* built a dam across the stream.

**bed'time** (bēd'tīm) 50. Time to go to bed. It was *bedtime* for the children.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ê, begin; ĩ, ice; ĭ, is; ô, old; ô, not; ô, obey; ô, or; ô, soft;

## BEETS

**beets** (bēts) 74. Plants that have large, round, red roots. Mother pulled some *beets* for dinner.

\***beg** (bĕg). Ask earnestly. The dog will *beg* for food. I *beg* your pardon.

**begged** (bĕgd) 62. Asked earnestly. The boy *begged* for some bread.

**beg'ing** (bĕg'ing) 62. Asking earnestly. The children were *begging* to go to the circus.

**be gin'ning** (bĕ gĭn'ing) 68. Starting. Spotty is *beginning* to learn tricks. It is *beginning* to rain.

**be gun'** (bĕ gŭn') 60. Started. Jack has *begun* to learn about the stars.

**bench'es** (bĕn'chĕz) 32. Seats for more than one person. The *benches* in the park have just been painted.

\***bill** (bĭl). 1. A paper saying what a person owes for service received or things bought. Father pays our doctor *bill*. 2. Paper money. Have you a dollar *bill*? 3. A bird's mouth. The robin's *bill* is useful.

\***birth** (bŭrth). Coming into life. People celebrate the *birth* of Christ at Christmas.

\***blood** (blŭd). When the boy cut his finger, *blood* flowed

out. Iron is needed to make rich *blood*.

**blos'soms** (blŏs'ŭmz) 18. Flowers. The violet plant has small *blossoms*.

\***bog** (bŏg). Wet, swampy ground. Swamp. It was hard to get the automobile out of the *bog*.

\***bolts** (bŏlz). Pods of cotton. Insects have bored into these *bolts* of cotton.

\***bor'der** (bŏr'dĕr). 1. A dividing line. We went across the *border*. 2. The edge or part along the side. Flowers bloom along the *border* of the road. Their wings are narrow and have a red *border*.

**born** (bŏrn) 72. Queen Victoria was *born* on May 24.

\***bou quet'** (bŏŏ kā'). A bunch of flowers. On the table was a *bouquet* of daisies.

**brace'let** (brās'lĕt) 52. An ornament for the arm. Mother is wearing her silver *bracelet* today.

**brook** (brŏok) 72. A little stream. The cows drink the water in the *brook*.

\***bud** (bŭd). A flower or leaf that has not yet opened. Tom thinks the pansy *bud* will open tomorrow.

\***bug** (bŭg). A crawling insect. The potato *bug* has spoiled the potato plant.

## BUG

**bull** (bōōl) 32. A large male animal of the ox family. I saw a *bull* chained in a corner of the field.

\***bump** (būmp). He hit the floor with a *bump*. You might *bump* into him. The car hit a big *bump*.

\***bundle** (būn'd'l). Package. Several things tied or held together. Tommy asked me to carry his *bundle*. Wrap the clothes together to make one large *bundle*.

**bunk** (būngk) 80. A narrow bed built against a wall. Each cabin was furnished with a *bunk*.

\***bun'ny** (būn'ī). A rabbit. Jack has a pet *bunny* in the back yard.

**burst** (būrst) 32. Break or broke. The oil *burst* into fire. The baby chicks *burst* through their shells.

**busi'ness** (bīz'nēs) 18. 1. Work. His father's *business* was making candles. 2. Trading. They want to do *business* with people. 3. About the work a person does. Father has been on a *business* trip.

**but'ter fly'** (būt'ēr flī') 54. A pretty insect with four wings, usually brightly coloured. The *butterfly* came out of that cocoon.

## C

\***cab'i net** (kāb'ī nēt). Cupboard. Mother left the *cabinet* open. He went to the Red Cross *cabinet* to get a bandage.

**Can a'di an** (kēn ā'dē ēn) 80. 1. Citizen of Canada. He is a *Canadian*. 2. Belonging to Canada. Lumbering is a *Canadian* industry.

\***ca nar'y** (kā nār'ī). A yellow bird that is often kept in a cage in the house. The *canary* flew around the room for a little while.

**cane** (kān) 32. 1. A walking-stick. Father hurt his leg and must walk with a *cane*. 2. A long, hollow stem with joints. The sugar *cane* is ready to harvest. 3. A stick of candy with one end curved. Bob got a candy *cane* for Christmas.

\***can'non** (kān'ūn). A big gun. The *cannon* was placed where it would protect the harbour.

**ca noe'** (kā nōō') 32. A small boat. We went out on the lake in the *canoe*.

**can'yon** (kān'yūn) 20. A steep valley, usually having a stream at the bottom. It was hard work to climb up the side of the *canyon*.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ô, old; ô, not; ô, obey; ô, or; ô, soft;



## CAPITAL

**\*cap'i tal** (kăp'ĩ tăl). The principal city in a country. The *capital* of Canada is Ottawa.

**cap'tured** (kăp'tŭrd) 13. Took or taken by force. Seized. Sir Francis Drake *captured* many ships from Spain.

**care'ful ly** (kâr'fŭl ĩ) 68. With care. Ann made the bed *carefully*. He took the radio apart *carefully*.

**care'less** (kâr'lĕs) 22. Without care. Not paying attention. They will sink the boat if they are *careless*. Jane was so *careless* that she lost the books.

**care'less ness** (kâr'lĕs nĕs) 22. The act of being careless. *Carelessness* causes many accidents.

**car'ni val** (kâr'nĩ văl) 32. 1. A time of merrymaking. We are going to have a parade before the *carnival*. 2. A group of amusements with side-shows, a merry-go-round, and so forth. There was a man in a clown suit at the *carnival*.

**\*car'ols** (kâr'ŭlz). Joyful songs. The children sang Christmas *carols* that were written long ago.

**\*car'pen ter** (kâr'pĕn tĕr). A person who makes or

## CHECK

repairs things of wood. The *carpenter* built a new cupboard in our kitchen.

**caus'es** (kô'zĕz) 22. Brings about. Is the reason why. The frost *causes* the leaves to change colour.

**cel'e brate** (sĕl'ĕ brāt) 16. Remember and honour in a serious way or with fun. I will give a party to *celebrate* my birthday. These Indians *celebrate* the end of winter.

**cen'tral** (sĕn'trăl) 80. 1. At the centre. Middle. The road goes through the *central* part of the park. 2. Chief or most important. The *central* character in the story is the princess. 3. Telephone exchange. You may call *Central* to get a policeman.

**change** (chānj) 64. 1. Money returned when a person has given more than the right amount. I got three cents *change*. 2. I want a *change* of scenery. 3. Use something in place of. Nancy will *change* the doll's dress.

**\*cheap'er** (chĕp'ĕr). Costing less money. Cotton is *cheaper* than silk. It is *cheaper* to ride on the bus than on the train.

**check** (chĕk) 20. 1. To make go slowly. He *checked* the

û, use; ŭ, us; û, turn; ũ, unite; oō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.



## CHEER

horse's gallop. 2. To examine for right or wrong work. Will you please *check* my arithmetic paper?

\***cheer** (chēr). 1. A shout of joy. A *cheer* rang out when the flag went by. 2. Comfort. I tried to *cheer* him.

\***cheer'ful** (chēr'fōol). Happy. The little girl is always *cheerful*. The robin's song is *cheerful* and gay.

**cher'ries** (chēr'iz) 74. Little round fruits with a pit in each. As the *cherries* get ripe, we pick them. I like to eat *cherries*.

**chest** (chĕst) 26. 1. A box for storing things. Mother keeps blankets in the *chest* in the hall. 2. The front and upper part of the body. Chin in, *chest* up!

**chew** (chōo) 68. Grind with the teeth. *Chew* your food carefully.

\***chicks** (chĭks). Young chickens. The *chicks* should have some water.

**choc'o late** (chōk'ō lit) 38. Food from a kind of bean grown in warm countries. Would you like a piece of *chocolate* cake? Father bought a box of *chocolate* candy.

\***choir** (kwīr). A group of singers. He hears his

## CLEVER

daughter's voice in the *choir*.

The *choir* sings on Sunday.

**choose** (chōōz) 62. 1. Pick out. *Choose* the dress you wish to wear today. 2. Want. She did not *choose* to go to the party.

**chop** (chōp) 80. Cut with a sharp tool. I will help my father *chop* some wood for the winter.

\***chopped** (chōpt). Cut with a sharp tool. The branches were *chopped* off the tree.

**chop'ping** (chōp'ing) 80. Cutting with a sharp tool. He found the boy *chopping* a tree.

**cho'sen** (chō'z'n) 24. Picked out. I was *chosen* to trim the Christmas tree. Have you *chosen* a present for Sally's birthday?

\***chum** (chŭm). A good friend. My *chum* and I were playing ball.

\***cit'ies** (sit'iz). Places where large numbers of people live and work. New York and London are big *cities*.

**class'mate'** (klās'māt') 34. A person in the same class in school. Sue has been my *classmate* since we were in the first grade.

\***clev'er** (klĕv'ēr). Smart. Miss Brown is a *clever* teacher.

---

ā, ate; ā, at; ä, are; â, care; á, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or; ō, soft;

## CLICK

\***click** (klĭk). A sharp little sound. We heard the *click* of the key as he turned it in the lock.

**clouds** (kloudz) 20. Those dark *clouds* in the sky mean that we shall soon have rain. There were large *clouds* of smoke in the air.

**co'coa** (kō'kō) 76. A drink made from the ground-up seeds of a tree grown in warm countries. We had a cup of *cocoa* and some crackers after school this afternoon.

**col'lar** (kōl'ēr) 50. Something that goes around the neck. The dog has his name on his *collar*. Tom turned up the *collar* of his overcoat because it was raining.

\***col'o nists** (kōl'ō nĭsts). People who come in a group from one country to live in a place belonging to that country. The French *colonists* had big farms in Quebec.

**colt** (kōlt) 72. A young horse. The *colt* is running around in the pasture.

\***comb** (kōm). The children will *comb* and brush their hair. Ruth is going to wash her *comb* tomorrow.

**com'ma** (kōm'ă) 58. A mark (,) used in writing or print-

## COUNT

ing. A *comma* never goes at the end of a sentence.

**com'mon** (kōm'un) 66. 1. Usual. A *common* colour of daisies is white. 2. Belonging equally to all. The bicycle is the *common* property of the boys in the family.

**com mu'ni ty** (kō mū'nĭ tĭ) 56. The people living in one place, as a town or city or a part of either. The men in our *community* had a meeting to talk about a new park.

\***con'cert** (kōn'sûrt). Music given for a group of people to enjoy. The whole family went to the school *concert* last night.

**cop'per** (kōp'ēr) 66. A red-brown metal. Helen has just shined the *copper* bowl.

**cot'ton gin** (kōt'n jĭn) 18. A machine for taking the seeds out of cotton. The first *cotton gin* was worked by hand.

\***cough** (kōf). The doctor gave Jack some medicine to cure his *cough*. When people *cough* it is difficult to hear what the speaker is saying.

**count** (kount) 34. 1. Find how many. *Count* the pennies in your bank. 2. Give the numbers in order. The

## COUNTY

little girl can *count* up to fifty. 3. Depend. You can *count* on my bringing cake.

**coun'ty** (koun'tĩ) 32. A division of a province. We live in a small *county*. The *county* officers voted to build a new school.

**cou'ple** (kũp''l) 20. 1. A pair. Two things of the same kind. Bring a *couple* of chairs for us. 2. A man and woman. Which *couple* will start the dance?

**court** (kõrt) 56. 1. A yard enclosed by a building. The house is built around a *court*. 2. A space for a game. Did you see the new tennis *court*? 3. The palace of a king. The king's knights remained at *court* most of the time. 4. A place where law cases are heard and decided. The judge came to *court* early.

**\*crack** (krăk). 1. A narrow opening. There is a *crack* in the floor. 2. Split. The ice began to *crack*.

**cran'ber'ries** (krăn'běr'iz) 52. Little sour red fruits. Mother made jelly from the *cranberries*. We ate turkey and *cranberries* for dinner.

**crash** (krăsh) 82. A loud,

## CUTTING

sharp noise. The bottle fell to the ground with a *crash*.

**\*crawled** (krôld). Crept. I *crawled* under the fence.

**cra'zy** (kră'zĩ) 42. Mad. Having a sick mind. The noise almost drove Mother *crazy*.

**\*cries** (kriz). Weeps. The baby *cries* for his mother.

**croc'o dile** (krök'õ dil) 54. A big animal with a long body, four short legs, and a long tail. We saw a *crocodile* in the river when we were in Florida last winter.

**\*crowd** (kroud). 1. A great many people. There was a big *crowd* at the football game. 2. Gather close together. The people *crowd* round the counter.

**\*cru'el** (krõõ'ěl). Giving pain to another. Making another suffer. The man was *cruel* to his horse.

**\*cur'ly** (kũr'li). Not straight. The girl has short, *curly* hair.

**cut'est** (kũt'ěst) 44. Dearest. I have the *cutest* puppy.

**cut'ting** (kũt'ing) 66. 1. Mowing. Daddy is *cutting* the grass. 2. Boring or piercing. A tunnel is a long hole *cutting* through the ground.

a, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ê, begin; ĩ, ice;  
ı, is; õ, old; õ, not; õ, obey; õ, or; õ, soft;

## D

**dai'ly** (dā'lǐ) 64. Each day.

I brush my teeth *daily*.  
He started on his *daily* task.

**dain'ty** (dān'tǐ) 38. Small and pretty. It looks like a *dainty* fairy.

**\*dair'y** (dār'ǐ). 1. Raised for their milk. These *dairy* cows give rich milk. 2. Place where milk and cream are kept or where butter and cheese are made. We went to the *dairy* to buy some cheese.

**dan'dy** (dān'dǐ) 16. 1. Fine. It's a *dandy* day for ice skating. 2. A man who gives great attention to his clothes. The *dandy* had a flower in his buttonhole and carried a cane.

**dan'ger** (dān'jēr) 54. Chance of harm or damage. The miner's life is in *danger*. All *danger* of frost is over.

**dear'est** (dēr'ĕst) 68. Most loved. Peg has been my *dearest* friend ever since I have known her.

**de cid'ed** (dē sid'ĕd) 60. Made up one's mind. I *decided* the hill was not big enough for sliding. Have you *decided* where you are going?

**\*de liv'ered** (dē lǐv'ĕrd). 1. Handed over. He *delivered* a package. 2. Gave or said aloud. Churchill *delivered* his famous speech.

**\*de nom'i na'tor** (dē nŏm'ǐ nā'tĕr). The number under the line in a fraction. In the fraction  $\frac{3}{4}$  the 4 is the *denominator*.

**\*dig'ging** (dĭg'ĭng). Turning over earth or making a hole in it. The men were *digging* a ditch.

**dime** (dīm) 64. Ten cents. It will cost a *dime* to ride on the bus.

**din'ing-room** (dĭn'ĭng-rŏom) 64. A room where meals are eaten. Mother brought the roast turkey into the *dining-room*.

**dis'ap point'ed** (dĭs'ă point'ĕd) 82. Made unhappy. The children were *disappointed* because they could not go to the party.

**\*dis cov'ered** (dĭs kŭv'ĕrd). Found and made known for the first time. Columbus *discovered* America.

**\*dis ease'** (dĭ zĕz'). Sickness. Several pupils were out of school with the same *disease*.

**dis'tance** (dĭs'tāns) 13. 1. Space from one place to another. The airplane flies a great *distance*. 2. Space.

## DISTANT

Stay within calling *distance*.

3. Place far away. There was a hill in the *distance*.

**dis'tant** (dĭs'tănt) 60. Not close. The sailor has gone to a *distant* country.

**\*di vid'ed** (dĭ vid'ĕd). Separated into parts. Our country is *divided* into provinces.

**di vi'sion** (dĭ vĭzh'ŭn) 70. Work of dividing. We are having *division* in our number work. Difference. There was a *division* of opinion.

**dom'i noes** (dŏm'ĭ nŏz) 52. A game played by moving hard, flat pieces with spots on them. We like to play *dominoes* on a rainy day.

**Douglas fir** (Doug'lās fŭr) 44. A very large and tall tree. The *Douglas fir* rose high above our heads.

**doz'en** (dŭz'n) 70. Twelve. Mother ordered a *dozen* eggs.

**\*dra'gon** (drăg'ŭn). A terrible beast that sometimes breathes fire. The *dragon* is not a real animal, but we often read about it in stories.

**drank** (drăngk) 68. Did drink. The baby *drank* his milk.

**\*drawn** (drŏn). 1. Pulled. The cart was *drawn* by the horse. 2. Made with pen

## DUTY

or pencil. We have *drawn* some pictures of log cabins.

**dress'er** (drĕs'ĕr) 50. A piece of furniture where things can be kept. I put my stockings in the *dresser* drawer.

**drill** (drĭl) 60. 1. Practice marching and other exercise. Robert watched the soldiers *drill*. 2. Bore. The men will *drill* a hole in the rock. 3. A tool for boring holes. That *drill* will not make the hole in the wood big enough.

**\*driv'ing** (drĭv'ĭng). Riding. We all went *driving* in the new automobile.

**\*drowned** (dround). Died because water kept one from breathing. He *drowned* because he could not swim.

**\*drug** (drŭg). A medicine. You must not take very much of this *drug*.

**\*dust'y** (dŭs'tĭ). Full of dust or a fine powder. The boy walked down the *dusty* road. The book was found in a *dusty* corner.

**\*du'ty** (dŭ'tĭ). 1. The right way to act. It is a citizen's *duty* to vote. 2. A tax on goods that come from a different country. The people in the American colonies did not like to pay the *duty* on tea.

ā, ate; ă, at; â, are; â, care; à, glass; ē, we; ě, met; ě, baker; ê, begin; ĭ, ice;  
ĭ, is; ō, old; ŏ, not; ô, obey; ô, or; ȳ, soft;

## E

**ea'gle** (ē'g'l) 36. A large bird.

The *eagle* flew high above us.

**earn** (âr) 40. Get for working. I do not keep all the money I *earn*.

**eas'i er** (ēz'ī ēr) 78. Not so hard. It is *easier* to see when the light is good.

**ed'u cat'ed** (ēd'ū kāt'ēd) 34. Taught. The boy was *educated* in a college in the West.

**ed'u ca'tion** (ēd'ū kā'shūn) 34. School training. We have free *education* in this country.

**eight'een'** (ā'tēn') 64. Eight more than ten. Mary started going to college when she was *eighteen* years old.

**eighth** (ātth) 44. 1. Next after seventh. I was *eighth* in line. 2. One of the eight equal parts. His share was one *eighth* of the pie.

**else** (ēls) 78. 1. Different. Will someone *else* go to the store? 2. Besides. We could not see anything *else*. 3. Differently. How *else* can you do this work?

**en'tered** (ēn'tērd) 56. 1. Came or went into. They greeted us with a shout when we *entered* the school-yard. 2. Took part in. The

whole class *entered* into planning the project.

**en've lope** (ēn'vē lōp) 70. A paper used as a cover for a letter. Will you please put a stamp on the *envelope* for me?

**e'qual** (ē'kwāl) 44. 1. Of the same amount or value. We will divide the apple into two *equal* parts. Ten pennies are *equal* to a dime. 2. Able. Do you feel *equal* to doing so much work every day?

**\*er'rand** (ēr'ānd). A trip to get or do something. Will you do an *errand* in town for me?

**es cape'** (ēs kāp') 54. 1. Get away from. The people left home to *escape* the flood. 2. Act of getting free. The soldier's *escape* from the enemy occurred on a very rainy night.

**es pe'cial ly** (ēs pēsh'āl ī) 70. Particularly. They were *especially* bright children.

**ev'er y one'** (ēv'ēr ī wūn') 82. Everybody. Each person. *Everyone* at the party had a paper cap.

**ex ams'** (ēg zāmz') 70. Short form for *examinations*. Tests. We are getting ready to take our history and geography *exams*.

**ex'er cis'es** (ēk'sēr sīz'ēz) 36.

ū, use; ū, us; ū, turn; ū, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.



## EXHIBIT

1. Lessons for practice. These two addition *exercises* are not very long. 2. Drilling and other use of the body to keep well. One of their *exercises* was running in place.

**\*ex hib'it** (ěg zib'ýt). Things put out for people to look at. Our mothers and fathers came to see our history *exhibit*.

**ex pect'** (ěks pěkt') 26. Think something will occur. We *expect* to start for camp Saturday.

**\*ex pe'ri ence** (ěks pēr'ĩ ěns). Something that happens to a person. Helping with the harvest was an interesting *experience*.

**ex'tra** (ěks'trà) 24. More than usual or needed. This year we planted some *extra* rows of beans.

## F

**fac'to ries** (făk'tō rĩz) 46. Places where things are manufactured. I went through one of the *factories* where airplanes are made.

**fac'to ry** (făk'tō rĩ) 18. A place where things are manufactured. Many people were going into the *factory* to work.

## FIDDLE

**\*fair'ground'** (fâr'ground'). A place where people meet to exhibit farm products and so forth and to have a good time. I can hear the band playing at the *fairground*.

**fast'er** (făst'ěr) 42. 1. Quicker. Joe is a *faster* runner than Ned. 2. More quickly. An airplane can go *faster* than an automobile.

**fa'vour** (fă'vēr) 56. 1. A kind deed. Will you do me a *favour* and go to the store for the newspaper? 2. Benefit. The football score was in our *favour*. 3. Prefer. Father will not *favour* the youngest child. 4. Special attention or liking. The king looked with *favour* on the brave young knight.

**\*fear** (fēr). 1. Be afraid. I *fear* I am very late for school. 2. Feeling of alarm. My aunt has a *fear* of high places.

**\*feath'er** (fěth'ěr). Something long and soft that grows from the skin of a bird. Mother has a red *feather* on her hat.

**fe'ver** (fě'vēr) 68. A hot feeling because of sickness. When Ruth had her cold she had a high *fever*.

**fid'dle** (fid'l) 52. An instru-

ā, ate; ă, at; â, are; â, care; á, glass; ē, we; ě, met; ē, baker; ê, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or; ō, soft;



## FIERCE

ment that can be played with a bow to give music. The old man brought his *fiddle* to play at the country dance.

**fierce** (fērs) 78. Wild. The wind was *fierce*. The hunter shot a *fierce* lion.

**figure** (fĭg'ūr) 78. 1. Use numbers to find the answer. I can't *figure* this long division example. 2. Shape or form. The man did not draw the whole *figure* of the girl. They saw the *figure* of a wolf moving. 3. Price. The *figure* for that automobile is more than we can pay. 4. Understand. The boy could not *figure* out what one of the instructions meant.

**finger nail'** (fĭng'gēr nāl') 22. The hard, thin piece at the end of each finger. Mother told me to clean each *finger nail*.

**fire'works'** (fir'wûrks'). Things that make light and noise, used to celebrate something. We saw beautiful *fireworks* on the 24th of May.

**flakes** (flāks). Thin, flat bits. *Flakes* of paint came off the house. *Flakes* of snow fell through the air.

## FOREHEAD

**\*flies** (fliz). 1. Goes through the air on wings. The bird *flies* to the nest with worms. 2. Little insects with two thin wings. *Flies* carry disease.

**\*flour** (flour). Grain ground very fine. Bread and cake are made with *flour*.

**\*flu** (flōō). Short form for *influenza*, a sickness like a bad cold but worse. The boy was in bed with the *flu*.

**folks** (fōks) 56. 1. The people in one's family. All my *folks* are coming to dinner Sunday. 2. People. It seemed as though all the *folks* in our town were at the fair.

**\*fool** (fōōl). 1. A person who is not very wise. A *fool* and his money are soon separated. 2. Deceive or trick. They thought they would *fool* me on April 1.

**ford** (fōrd) 30. 1. A place where water is not too deep to walk across. The stream was so deep we could not *ford* it. 2. Walk or ride through water. The horse carried the man safely across the *ford* in the river.

**\*fore'head** (fōr'éd). The part of the face above the eyes. Paul brushed his hair back from his *forehead*.

## FOREIGN

**for'eign** (fö'r'in) 30. Outside one's own country. This tea came from a *foreign* land.

**for ev'er** (fö'r ev'ēr) 76. Always. This rock looks as though it has been here *forever*.

**\*for give'** (fö'r giv'). Pardon. Excuse. Will you *forgive* me for pushing you?

**for got'ten** (fö'r göt'n) 16. Not remembered. The child has *forgotten* his gloves.

**\*fright** (frit). Fear. Terror. I was filled with *fright* when I saw the bear come toward us from the woods.

**\*frost** (fröst). Frozen dew. On an autumn morning the ground is sometimes covered with *frost*.

**fu'ner al** (fū'nēr āl) 52. The service at the time a person's body is buried. After my uncle died we went to his *funeral*.

**fur'nace** (fūr'nīs) 66. Something in which to make a fire. Father put more coal in the *furnace* to make the rooms warmer. The man took the melted glass from the *furnace*.

**\*fur'ther** (fūr'thēr). More. I did not give the lesson any *further* thought.

## GODDESS

### G

**gang** (gǎng) 66. A group of workmen. We saw a *gang* of men working on the road.

**gar'ters** (gär'tērz) 16. Bands or straps used to hold up socks or stockings. These old *garters* do not stretch much any more.

**gas'o line** (gās'ō lēn) 60. A liquid that burns and makes machines run. We came to a *gasoline* station. *Gasoline* is used to run automobiles.

**\*gauze** (gôz). A very thin cloth. She put a *gauze* bandage around her sore finger.

**gen'er al** (jĕn'ēr āl) 42. 1. A very important army officer. He was the greatest *general* in the army. 2. Widespread. Felt by many. There is a *general* interest in this book about gardens. 3. Usually. In *general*, the train is on time.

**glands** (gländz) 68. Organs in the body. The last time Bob had a cold the *glands* in his neck were sore.

**\*god'dess** (göd'ēs). A female god. Long ago some people thought that a beautiful *goddess* arose from the sea.

ā, ate; ā, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ī, ice;  
ı, is; ō, old; ō, not; ō, obey; ô, or; ô, soft;

## GOODNESS

**\*good'ness** (gōōd'nēs). 1. Kindness. They thanked God for his *goodness* to them. 2. State of being good. His *goodness* showed in his face.

**gov'ernment** (gŭv'ĕrnmĕnt) 24. 1. The people who rule a country or a part of it. The *government* declared war. 2. Of the government. That is a *government* building.

**\*gov'er nor** (gŭv'ĕr nĕr). One who governs. He was the *governor* of the island.

**grabbed** (grăbd) 28. Took suddenly. The father *grabbed* the baby away from the fire.

**\*grand'daugh'ter** (grănd'dô'tĕr). The daughter of one's son or daughter. Her *granddaughter* is coming to spend the summer with her.

**grand'moth'er** (grănd'mŭth'ĕr) 68. The mother of one's father or mother. Frank's *grandmother* has knit a cap for him.

**\*grapes** (grāps). Small round fruits that grow in bunches. These *grapes* are grown for raisins.

**\*grave** (grāv). 1. A hole in the ground for a dead body. We buried the dog in a *grave* beneath a tree. 2. Serious. The doctor looked

## HALFWAY

*grave* as he examined the injured child. We discussed a very *grave* matter.

**great'est** (grāt'ĕst) 13. Biggest. Most important. This was the *greatest* victory the team had ever won.

**group** (grōop) 54. Several persons or things. A *group* of children were playing ball in the park.

**gum** (gŭm) 16. 1. Something sticky to chew but not swallow. The boy threw away his chewing *gum* before he went into school. 2. The part of the mouth through which the teeth grow. The first tooth had come through the baby's upper *gum*.

**gym na'si um** (jĭm nā'zĭ ŭm) 58. A place where one goes for exercise and games. We play in the *gymnasium* on stormy afternoons.

## H

**had'n't** (hăd'n't) 26. Short form for *had not*.

**half** (hăf) 80. 1. One of two equal parts. I gave *half* of the apple to my little sister. 2. Partly. The meat was only *half* cooked.

**half'way'** (hăf'wā') 30. Half of the way. The cat follows me *halfway* to school.

û, use; ŭ, us; û, turn; û, unite; oō, shoot; oō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## HAPPENED

**hap'pened** (hăp'ënd) 82. 1. Occurred. It was twenty-five years ago that the railroad accident *happened*. 2. Took place by chance. The pan *happened* to fall off the hook.

**hap'pi est** (hăp'ĩ ěst) 58. Gladdest. It was the *happiest* birthday of my life.

**hard'er** (hărd'ěr) 34. 1. Requiring more effort. The cat was *harder* than ever to catch. 2. With more strength. The wind blew *harder and harder*. 3. More solid. The rock candy was *harder* than the toffee.

**\*harp** (hărp). 1. A large instrument with strings played with the fingers to give music. The man began playing the *harp*. 2. Keep talking about. They *harp* on the mistake he made in delivering the message.

**har'vest** (hărv'věst) 40. 1. A gathered crop. We should have a good *harvest* of corn this year. 2. Gather from the place where it grows. The wheat is ready to *harvest*.

**hatched** (hăcht) 54. 1. Produced from eggs. The mother bird *hatched* four little birds. 2. Produced young animals from eggs. After

## HOCKEY

a few days the duck eggs *hatched*.

**have'n't** (hăv'n't) 78. Short form for *have not*.

**heels** (hēlz) 44. 1. The back parts of shoes. My shoes need new *heels*. 2. The back parts of feet. Jane cut one of her *heels* on a shell at the beach.

**her'ald ed** (hĕr'ăld ěd) 40. Told about ahead of time. The knight *heralded* the coming of the queen.

**\*herd** (hûrd). A number of animals. There was a *herd* of cows in the pasture.

**here's** (hĕrz) 30. Short form for *here is*.

**\*high'way'** (hĩ'wă'). An important roadway. You can go on this *highway* from the east coast to the west coast.

**hike** (hĩk) 36. A long walk. At the end of his *hike* the boy wanted a drink of water.

**hired** (hĩrd) 80. 1. Employed. Father *hired* a man to plough the field. 2. Paid for using. We *hired* a car to take us to the top of the mountain.

**\*hockey** (hŏkĩ). Game played on a field or on the ice. Bob played *hockey* last Saturday afternoon.

Ā, ate; ā, at; ă, are; â, care; ą, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ô, obey; ô, or; ō, soft;

## HOED

**hoed** (hōd) 40. Dug around with a hoe. The field of tobacco has to be *hoed* many times.

**\*ho'ly** (hō'li). Very good. Set apart for God. Some *holy* men came to the New World to teach the Indians.

**home'less** (hōm'lēs) 56. Without any home. The fire left the family *homeless*.

**hon'est** (ōn'ēst) 80. Fair. Not lying. The boy gave *honest* answers to all her questions.

**hon'ey** (hūn'ī) 54. Sweet food that bees gather from flowers. We ate the *honey*.

**hon'our** (ōn'ēr) 36. We think it an *honour* to be chosen for the school play.

**horse'back'** (hōrs'băk') 24. 1. A horse's back. They travelled on *horseback*. 2. On a horse's back. I was asked to go *horseback* riding.

**ho tel'** (hō tēl') 20. A building where people who are away from home may stay. We lived at a *hotel* near the lake last summer.

**how ev'er** (hou ēv'ēr) 74. 1. In whatever way. *However* they came, they arrived safely. 2. Still. Yet. She tried to cross the street; *however*, the snow was too deep.

## INVENTION

**\*howl** (houl). 1. A long, loud cry. They heard the *howl* of the dog. 2. Give a long, loud cry. The wolf would *howl* at night.

**hus'band** (hūz'bănd) 20. A man who has a wife. Mrs. Brown's *husband* met her at the station.

**hy'giene** (hī'jēn) 22. Rules for keeping well. We study *hygiene* in school.

## I

**i de'a** (ī dē'ā) 18. A thought. He had the *idea* of sailing across the Atlantic Ocean. A swim in the lake is my *idea* of fun.

**in'dus try** (īn'dūs trī) 18. One kind of business or manufacturing. The automobile *industry* is an important one in this country.

**\*ink'well'** (īngk'wēl') Something that holds ink. I need more ink in my *inkwell*.

**in tend'** (īn tēnd') 34. Plan. We *intend* to stay at home this evening.

**in vent'ed** (īn vēnt'ēd) 18. Thought out for the first time. The sewing machine was *invented* in 1846.

**in ven'tion** (īn vēn'shūn) 60. The act of thinking out for the first time. The *in-*

ū, use; ū, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## JOIN

*vention* of the steam engine made railroads possible.

## J

**join** (join) 24. 1. Connect or bring together. Why don't you *join* hands? 2. Become part of. Jack wants to *join* our club. 3. Be with. Will you *join* me at dinner?

**joke** (jōk) 38. Something said or done that is funny. It was a good *joke* on us. The *joke* the man told made the children laugh.

**jun'ior** (jōon'yēr) 28. 1. Younger. They are *junior* members of the club. 2. A third-year student in college. I shall have one more year there after I am a *junior*.

## K

**keen** (kēn) 78. Sharp. Their minds were *keen*. The knife has a *keen* edge.

**\*keep'er** (kēp'ēr). One who watches or takes care of something. The *keeper* of the gates let us drive through at once.

**ker'o sene'** (kēr'ō sēn') 60. Oil used in lamps and stoves. Do not put the can of *kerosene* near the fire.

**\*kicked** (kikt). Hit with the

## LAWYER

foot. He *kicked* the stone out of his way. She *kicked* off the shoe that hurt her. **\*kiss'es** (kīs'ēz). We waved good-bye and threw *kisses* to Mother.

**known** (nōn) 66. They had *known* each other since they were six years old. He was *known* to be a fast runner.

## L

**lad** (lād) 58. A boy. A bare-foot *lad* was fishing in the brook.

**la'dies** (lā'dīz) 38. Well brought up women. The *ladies* were in the garden.

**\*lamb** (lām). A young sheep. The *lamb* was jumping about in the field.

**late'ly** (lāt'li) 42. Recently. Not long ago. We have not had many sunny days *lately*.

**lat'er** (lāt'ēr) 74. 1. Afterward. *Later* there was time for a visit. 2. After the usual time. We shall get home from school *later* tomorrow.

**law** (lō) 34. Rules of the government. The *law* requires children to go to school.

**law'yer** (lō'yēr) 34. A person who practises law. The *lawyer* was busy in court all morning.

ā, ate; ă, at; ä, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin, ī, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or; ȳ, soft;



**\*lb.** Short form for *pound* or *pounds*.

**\*lead'er** (lēd'ēr). One of the head people in a group. John Smith was a *leader* in the community.

**leaf** (lēf) **28.** The wind plays with each green *leaf*. Can you tell what kind of tree this *leaf* grew on?

**least** (lēst) **13.** 1. The smallest amount. The *least* you can do is answer the letter. Jim thinks he answered at *least* eight of the ten questions correctly. 2. Smallest. The *least* little noise wakes him up.

**leath'er** (lēth'ēr) **46.** The prepared skin of an animal. These shoes are made of black *leather*.

**\*led** (lēd). Went at the head of. John *led* the class into the room.

**lev'el** (lēv'ēl) **82.** 1. Flat. We were glad when we reached a *level* place. 2. To fly without going up or down. The plane will *level* off.

**licked** (līkt) **72.** Moved the tongue over. The dog *licked* my hand when I came home.

**\*lie** (lī). 1. Say what is not true. The boy did not *lie* when his ball broke the window. 2. Rest in a flat

position. They liked to *lie* in the sun on the beach.

**\*light'ning** (lit'nīng). A flash of electricity between clouds or between a cloud and the earth. *Lightning* burned that tree.

**\*lime** (līm). 1. A small, juicy, sour fruit. The juice of a *lime* will improve the taste of this drink. 2. A white powder used to improve soil for farming. Father put *lime* in the garden before he planted any seeds.

**lin'er** (līn'ēr) **42.** A ship that belongs to a ship company, or line. That *liner* has just crossed the Atlantic Ocean.

**list** (līst) **24.** Mother made a *list* of the names of the children who said they would come to my party.

**\*lit** (līt). He got the candle and *lit* it. The lights are *lit*.

**loan** (lōn) **62.** Money that is borrowed or lent. Mr. Carter did not wait long to pay back to the bank his *loan* of \$100.

**lo'cat ed** (lō'kāt ēd) **13.** 1. Placed. Brock's Monument is *located* in a beautiful spot. 2. Looked for and found. The package was finally *located*.

**locked** (lōkt) **50.** John



## LODGE

*locked* the door. I *locked* the dog in the kitchen.

\***lodge** (lǒj). A place to live in. When we went to the mountains last summer we stayed at a *lodge*. The beavers live in a *lodge*.

**lone'ly** (lōn'li) 16. 1. With few or no people. The road to the village is a *lonely* one. 2. Lonesome. At first the girl was *lonely* in the city.

**loud'er** (loud'ēr) 76. Making more noise. As the storm came nearer and nearer the thunder sounded *louder* and *louder*.

\***luck'y** (lŭk'ī). I was *lucky* enough to get a bus.

**lum'ber** (lŭm'bēr) 80. Various cuts of wood. The new houses were made of *lumber*. Mr. Miller sawed some *lumber* for the garage.

## M

**ma chin'er y** (mà shēn'ēr ĭ) 18. Machines. The *machinery* in that factory is run by electricity.

**mag'a zine'** (măg'ā zēn') 52. 1. A book published at regular times. There are interesting stories in this *magazine*. 2. A place for keeping powder for guns.

## MATERIAL

It is dangerous to light a match near a *magazine*.

**mag'ic** (măj'ik) 26. She asked the *magic* mirror who was fairest. The fairy's *magic* turned the poor little girls into princesses.

**man'ger** (mān'jēr) 72. A box in a barn from which horses or cows eat. We must put some more hay in the *man-ger*.

\***man'u fac'ture** (mān'ū - fāk'tŭr). To make, usually with machines. The Swiss *manufacture* watches. What do they *manufacture* in your city?

**map** (măp) 30. 1. A drawing of the earth or part of the earth, showing cities, mountains, rivers, and the like. On the wall at school we have a big *map* of North America. 2. Arrange or plan. I will *map* out my work for the day.

**marched** (mărchŭt) 62. The children *marched* out of school. The soldiers *marched* in straight lines.

\***mar'ry** (măr'ī). He asked to *marry* the girl. Grace is going to *marry* Ned in June.

**ma te'ri al** (mă tēr'ī ăl) 46. What is used to make a thing. Mother bought *material* to make a new dress.

ā, ate; ă, at; ǎ, are; â, care; ȃ, glass; ē, we; ě, met; ĕ, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ô, not; ô, obey; ô, or; ô, soft;

## MEANT

Sand is an important *material* used in making glass.

**meant** (měnt) 66. The teacher explained what the sentence *meant*.

**mea'sles** (mě'z'lz) 22. A disease which causes one to have small red spots and a fever. Several children in our class are home with *measles*.

**med'i cine** (měd'ĩ sĭn) 68. A drug to make a sick person feel better. The doctor gave me some *medicine* when I had a pain. I went to the *medicine* cabinet to get some cough *medicine*.

**mid'night'** (mĭd'nĭt') 82. Twelve o'clock at night. The bells rang at *midnight* for the new year.

**\*milk'man'** (mĭlk'mǎn'). The man who sells or delivers milk. The *milkman* left the milk before we were awake in the morning.

**mil'ions** (mĭl'yŭnz) 60. Thousands and thousands. There are *millions* of people in China.

**min'strel** (mĭn'strĕl) 56. 1. A person who lived long ago and went from place to place singing or producing music in some other way. The *minstrel* sang about the king's victory. 2. A person

## MOMENT

in a certain kind of show who is made to look like a Negro. The *minstrel* sang and told funny stories.

**mir'ror** (mĭr'ēr) 38. A looking glass. The girl looked in the *mirror* when she put her hat on.

**mis'chief** (mĭs'chĭf) 58. 1. Trouble or harm. Keep out of *mischief* when you play in the park. 2. Fun that is a little bit naughty. The baby was full of *mischief* this afternoon.

**\*mis'tress** (mĭs'trĕs). A woman who is head of a household or school. The *mistress* of the house opened the door for her guests.

**\*mit'tens** (mĭt''nz). Coverings for the hands with one part for the fingers and one for the thumb. Ed wore his *mittens* when he went out sliding.

**mod'el** (mŏd'ŭl) 46. 1. The airplane I made is a *model* of a two-engine fighter plane. 2. *Model* your manners after your father's. 3. Your dress is a lovely *model*. 4. Nancy is a *model* baby. 5. The *model* wore a pink dress when her picture was painted.

**mo'ment** (mŏ'mĕnt) 20. Very little time. The factory

## MON.

whistle will blow in a *moment*.

**\*Mon.** Short form for *Monday*.

**month** (mũnth) 74. January is the first *month* of the year.

**mo'tor** (mō'tēr) 60. 1. Engine. The *motor* stopped and the airplane went to the ground. 2. Go in an automobile. Are you going to *motor* to the shore?

**\*mot'to** (mōt'ō). A wise saying. Have you heard the *motto*, "Look before you leap"?

**mov'ies** (mōōv'iz) 44. Motion pictures. There are *movies* in that theatre every day.

**\*mts.** Short form for *mountains*.

**\*mud'dy** (mūd'ī). 1. Not clear or clean. I found a turtle in some *muddy* water. 2. Full of wet earth. The road was *muddy* after the storm.

## N

**nails** (nālz) 22. 1. I got the hammer and the *nails*. Father put *nails* in the box to hold it together. 2. Mary washed her face and cleaned her *nails*.

**nap** (năp) 54. 1. A short

## NET

sleep. Baby takes a *nap* every afternoon. 2. The soft threads on the surface of some kinds of cloth. The *nap* of this rug is very deep.

**na'ture** (nā'tūr) 13. 1. The way in which the world is made. *Nature* provides water and air. We study about *nature* in school. 2. Kind. Type. Children like stories of that *nature*.

**naugh'ty** (nô'tī) 58. Bad. The *naughty* little girl did not do what her mother asked her to do.

**near'-by'** (nēr'bī') 74. Close. Not far away. I went to a *near-by* store.

**neck'lace** (nĕk'līs) 26. String of beads or other ornaments worn around the neck. My mother wore her gold *necklace* at the party.

**neigh'bour hood** (nā'bēr - hōōd) 64. Place. Region. All the children in my class live in the same *neighbourhood*. He played with two boys in his *neighbourhood*.

**nei'ther** (nē'thēr) 76. Not either. *Neither* Jim nor Don can skate.

**net** (nĕt) 28. 1. A very open kind of material. A *net* is used in tennis. He fished with a *net*. 2. Left after al

ā, ate; ă, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or; ô, soft;

expenses have been paid.

The *net* gain on the sale of the books was five dollars.

3. Without weighing what a thing is in. The *net* weight of the candy in this box is one pound.

**niece** (nēs) 38. The daughter of one's brother or sister. Mrs. Noble took her *niece* to the circus.

**nine'teen'** (nin'tēn') 64. Nine more than ten. My brother is *nineteen* years old today.

**ninth** (ninth) 70. 1. Next after eighth. My birthday is the *ninth* of June. 2. One of the nine equal parts. Give each of the nine children one *ninth* of the clay.

**No.** 30. Short form for *number*.

**no'bod y** (nō'bōd ĭ) 32. No one. *Nobody* in our class was absent yesterday.

**none** (nūn) 82. 1. Not any. *None* of the cake is left. 2. Not one. *None* of us is going.

**nor** (nôr) 78. And not. There was neither candy *nor* ice cream left at the end of the party.

**no'ticed** (nō'tĭst) 36. Observed. I *noticed* that Bob and Jane were playing in the yard.

## O

**oats** (ōts) 40. A grain. Horses eat *oats*.

**o bey'** (ō bā') 76. Do what one is told to do. We *obey* when the policeman tells us not to cross the street.

**of'fi cer** (ōf'ī sēr) 42. A person who holds a public position or an important military position. The health *officer* said all the passengers on the boat were well. A general is an *officer* of high rank in the army.

**O.K.** 16. All right. The shop teacher marked my airplane model *O.K.*

**\*old'est** (ōld'ĕst). Having the greatest age. My grandfather is the *oldest* person I have ever known.

**on'ions** (ūn'yūnz) 74. Vegetables with a strong smell and taste. Mother cooked *onions* for dinner.

**or'chard** (ôr'chērd) 74. A group of fruit trees. The apple trees in our *orchard* are in blossom now.

**\*or'der** (ôr'dēr). The army officer's *order* must be obeyed. The teacher keeps her records in good *order*. Mother will *order* her vegetables over the telephone.

**or'gan** (ôr'gǎn) 76. An in-

## ORNAMENTS

strument with pipes or reeds, often used in church. There was beautiful music on the *organ* as the bride walked to the front of the church.

**\*or'na ments** (ôr'nâ ments). Things used for decoration. Mother has silver *ornaments* on her dress.

**our selves'** (our sêlvz') 50. We enjoyed *ourselves* at the picnic. When Mother was away we cooked for *ourselves*. We *ourselves* will clean the house.

**\*owe** (ô). Need to pay. How much money do you *owe* the butcher?

**own'er** (ôn'êr) 46. One to whom something belongs. The *owner* of the house had it painted white.

**oys'ter** (ois'têr) 68. An animal that has a shell in two parts connected at one side. Peter hoped he would find a pearl in the *oyster*.

## P

**paid** (pâd) 40. 1. Gave money for things bought or work done. Father *paid* the carpenter. 2. Been worth while to. It had *paid* us to go.

**pal** (pâl) 28. A playmate. A good friend. My *pal* Jack and I made a radio.

## PENMANSHIP

**pal'ace** (pâl'is) 26. The beautiful home of a king or queen. The princess lived in a marble *palace*.

**\*par'rot** (pâr'ût). A bird with a curved bill and usually with bright-coloured feathers. My *parrot* can say my name.

**paste** (pâst) 58. 1. Stick with something soft and wet. I like to *paste* pictures of animals in my book. 2. Something soft and wet that sticks papers together. You do not need much *paste* on your brush.

**\*pat'ent** (pât'ent). A right given by the government to just one person to make and sell an invention for a certain number of years. Mr. Short went to Ottawa to get a *patent* on an airplane part.

**\*paw** (pô). An animal's foot with sharp nails. The lion had a thorn in its *paw*.

**\*pearl** (pûrl). Precious gem found inside the shell of some kinds of shellfish. The king gave the princess another *pearl* for her birthday.

**peas** (pêz) 74. Little round green vegetables. We had carrots and *peas* for dinner.

**pen'man ship** (pên'mân ship) 58. Writing with pen or

â, ate; ä, at; ä, are; â, care; â, glass; ê, we; ê, met; ê, baker; ê, begin; î, ice; ÿ, is; ô, old; ô, not; ô, obey; ô, or; ô, soft;

## PERFUME

pencil. We are working hard to improve our *penmanship*.

**per'fume** (pŭr'fŭm) 52. 1. A sweet smell. I like the *perfume* of roses. 2. A liquid made to smell sweet. This *perfume* has been made from violets.

**per haps'** (pĕr hăps') 34. Maybe. *Perhaps* you can finish the sweater tomorrow.

**per mis'sion** (pĕr mîsh'ŭn) 82. The teacher gave the class *permission* to have a Christmas tree.

**pe tro'le um** (pĕ trō'lĕ ŭm) 60. An oil found in the earth. Gasoline is made from *petroleum*.

**phone** (fŏn) 50. Short form for *telephone*. The *phone* rang.

**pil'low** (pĭl'ō) 50. I fell asleep as soon as my head was on the *pillow*.

**\*pi'lot** (pĭ'lŭt). A man who steers a ship or an airplane. The *pilot* took the airplane safely over the mountains.

**pinched** (pĭncht) 62. 1. Squeezed. He *pinched* the clay to make ears on the cat. She *pinched* her fingers in the door of the automobile. 2. Thin from hunger or cold. His face looked *pinched* after his long journey through the storm.

## PLEASURE

**\*pine** (pĭn). A tree with leaves that are green all year and shaped like needles. After they cut that *pine* they will use it for lumber.

**pi'o neer'** (pĭ'ō nĕr') 80. A person who goes to live in a new region. The *pioneer* built a house of logs for his family.

**pi'rates** (pĭ'rĭts) 26. Sea robbers. The *pirates* sailed the sea looking for ships carrying treasure.

**\*plate** (plăt). A flat, round dish. Sue ate all the food Mother put on her *plate*.

**\*pla teau'** (plă tō'). A high, level place among mountains. When we travelled across the *plateau* we saw flocks of sheep.

**\*play'ground'** (plă'ground'). Piece of ground set aside for games and playing. There are new swings on our *playground* now.

**\*play'mate'** (plă'māt'). A good friend. A person one often plays with. My *playmate* came over to see me.

**\*pleas'ant** (plĕz'ănt). Making one glad. One *pleasant* morning I saw a robin. Grandmother has a *pleasant* smile.

**pleas'ure** (plĕzh'ēr) 46. Joy. Feeling of being glad. It is

---

û, use; ŭ, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.



a *pleasure* to see the leaves on the trees again.

**P.M. 70.** The time from noon to midnight. The train leaves at 3 *P.M.*

**\*pneu mo'ni a** (nũ mǝ'nĩ à). A disease of the lungs which makes it hard to breathe. When Father had *pneumonia* the doctor came to see him every day.

**\*pod** (pǝd). The soft shell of some seeds. The peas in this *pod* are large.

**pop'u la'tion** (pǝp'ũ lā'shũn) **24.** The number of people in a city, province, or country. The *population* of our province has increased in the last ten years.

**por'cu pine** (pǝr'kũ pĩn) **78.** An animal covered with sharp things like needles. The *porcupine* raised its needles to defend itself.

**port** (pǝrt) **60.** 1. The left side of a ship. There is a light on the *port* side of the ship. 2. A harbour. The ships did not leave the *port* yesterday because of the storm.

**pos'si ble** (pǝs'ĩ b'ĩ) **42.** Able to happen. It is *possible* to make the vegetable garden bigger this year.

**post'ers** (pǝs'tērz) **52.** Large papers with printing on

them and sometimes pictures. The *posters* say the circus will be here next week.

**post'man** (pǝst'mǎn) **24.** A man who collects and delivers mail. The *postman* brings us letters in all kinds of weather.

**post of'fice** (pǝst ǝf'ĩs) **24.** We went to the *post office* to buy some stamps and mail a letter.

**pot** (pǝt) **16.** A vessel or dish that holds food or something to drink. Mother put a *pot* of beans in the oven to bake.

**\*pot'ter y** (pǝt'ēr ĩ). Dishes or vases of clay made hard by heat. Aunt Mary bought some Indian *pottery* in the West last summer.

**poured** (pǝrd) **66.** Made to flow in a stream. Mother *poured* a cup of tea for her guest.

**pow'der** (pou'dēr) **20.** 1. Something in the form of dust. I got a box of bath *powder*. My medicine was a *powder* that I took after meals. The gun was loaded with *powder*. 2. To put on powder Kay is going to *powder* the cake with sugar.

**\*pret'ti est** (prĩt'ĩ ěst). I think it is the *prettiest* garden I have ever seen. Sally



## PRICE

wore her *prettiest* dress at her birthday party.

**price** (pris) 80. Cost. Amount paid or asked for something. Father paid a high *price* for that bush.

**\*print'ed** (prɪnt'əd). Made by stamping with type that has ink on it. Hundreds and hundreds of newspapers are *printed* every day.

**prob'a bly** (prɒb'ə blɪ) 76. Very likely. We shall *probably* have frost tonight.

**prob'lems** (prɒb'lɛmz) 66. Questions that must be thought out. The teacher gave us ten division *problems* today. Mother and Father must work out some *problems* before we can go to the country this summer.

**prod'ucts** (prɒd'ʊkts) 46. Things that are produced. Cheese and milk are dairy *products*.

**proj'ect** (prɒj'ɛkt) 82. Task. Problem. Our *project* in school this term is the study of Indians. Their *project* was to find a better route to the West.

**prom'ised** (prɒm'ɪst) 40. I *promised* my mother I would not cross the street unless the light were green.

## RADIO

**pub'lic** (pʊb'lik) 24. 1. Belonging to the people. We have free *public* schools.

2. All the people. The library is open to the *public*.

**puff** (pʊf) 54. 1. A little pad. Mother used her powder *puff* to powder her face. 2. A breath. A sudden *puff* of wind sent the sailboat along.

**purse** (pɜrs) 44. A little bag for carrying money. Ella opened her *purse* and took out her bus fare.

**py ja'mas** (pɪ jə'mɑz) 50. Loose pants and coat worn for sleeping or sitting around. My father has blue *pyjamas*.

## Q

**ques'tions** (kwɛs'chʊnz) 34. The teacher gave us five *questions* to answer. The club leader *questions* us about the birds we see.

**quite** (kwɪt) 66. 1. Entirely. You are *quite* welcome to come with us. 2. Rather. It is raining *quite* hard.

## R

**ra'di o** (rɑ'di ō) 82. Turn on the *radio* so that we can hear the news. My bird sings when we get music on the *radio*.

ū, use; ũ, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## RAILROAD

**\*rail'road'** (rāl'rōd'). Aunt Jane met us at the *rail-road* station. Fruit is shipped on this *railroad*.

**\*ral'ly** (rāl'ī). 1. Get better. The sick girl will *rally* now that she has a more comfortable bed. 2. Meeting. The boys held a football *rally* the day before the big game.

**ranch** (rānch) 36. A very large farm. We raise cattle on our *ranch*.

**raw** (rô) 66. 1. The lion likes *raw* meat. 2. It is a *raw* and windy day. 3. My new shoe made a *raw* spot on my heel. 4. Sand is one of the *raw* materials used to make glass.

**ref'u gees'** (rēf'ū jēz') 42. People who leave home to find safety. Many *refugees* have come to this country from Europe.

**re gards'** (rē gārdz') 36. 1. Good wishes. Give my *regards* to Grace. 2. Thinks of. Peggy *regards* the rose as the most beautiful flower.

**re'gion** (rē'jūn) 26. Place. District. The family settled in a *region* where the soil was good.

**reg'u lar** (rēg'ū lēr) 66. 1. They should not have charged me more than the

## ROBBERS

*regular* price. 2. Our *regular* day for the club meeting is Monday. 3. The man leads a *regular* life.

**re main'** (rē măn') 13. 1. Stay. We shall *remain* at camp all summer. 2. Are left. A few flowers *remain* in the garden.

**re mem'ber** (rē mēm'bēr) 70. Call back to mind. I cannot *remember* the name of the book.

**\*re plied'** (rē plīd'). Answered. The pupil *replied* correctly to the teacher's question.

**\*re ply'** (rē plī'). Answer. The *reply* to my letter came within a week.

**re ward'** (rē wôrd') 26. Something given in return for good done. The *reward* for catching the man who stole the jewels is \$500.

**rib'bon** (rīb'ūn) 56. The baby had a new *ribbon* in her hair. My new hat has bows of *ribbon* on it.

**rid'dle** (rīd'əl) 26. A question asked as a puzzle. Anything puzzling. Each child told the class a *riddle*.

**\*ripe** (rip). Ready to pick or harvest. The apples will be *ripe* in a few days.

**\*rob'bers** (rōb'ērz). People who steal. The *robbers* stole

ā, ate; ă, at; â, are; â, care; à, glass; ē, we; ě, met; ē, baker; ê, begin; ī, ice; ĭ, is; ō, old; ŏ, not; ô, obey; ô, or; ȳ, soft;

## ROCKY

her silver bowl. The policeman kept *robbers* from the store.

**\*rock'y** (rŏk'ŷ). 1. Having many rocks. Their feet were tired because the road was *rocky*. 2. Likely to shake. The table is quite *rocky*.

**roll'er** (rŏl'ēr) 58. I received *roller* skates for my birthday. A steam *roller* is often used to repair roads.

**\*roost'er** (rŏos'tēr). A cock. We could hear the *rooster* crow early in the morning.

**route** (rŏot) 13. The course by which one travels. The map shows the *route* to the mountains. I plan to go to Winnipeg by the C.N.R. *route*.

**rug** (rŭg) 38. A covering for the floor. The new blue *rug* in the hall is very soft.

**rules** (rŏolz) 24. I will keep the *rules* of the game. A king *rules* in some countries.

**rushed** (rŭshŧ) 24. Hurried. After we got home from school we *rushed* out to play.

## S

**\*sack** (săk). A large bag. Mother bought a *sack* of potatoes. The grain was put in a *sack*.

## SCENERY

**sal'ad** (săl'ăd) 74. We had chicken *salad* for supper. We fried the fish in *salad* oil.

**sale** (sāl) 52. 1. The act of selling something. The *sale* of tickets brought the school \$100. 2. A selling at prices that are less than usual. The store is having a *sale* of dresses today.

**salm'on** (săm'ŭn) 13. A large fish with pink flesh. We opened a can of *salmon* for lunch.

**scarce** (skârs) 46. Hard to get or to find. Because of the cold weather in the spring peaches are *scarce* this summer.

**scarf** (skărf) 38. 1. A piece of material worn around the neck. George wore a woollen *scarf* in the winter. 2. Something used to cover a table or other piece of furniture. The piano *scarf* was made of rose-coloured silk.

**scene** (sēn) 50. 1. The place where something happens. The policeman rushed to the *scene* of the accident. 2. Part of a play. The closing *scene* was in the woods.

**scen'er y** (sēn'ēr ĭ) 44. 1. The appearance of a place or region. People visit the

## SCHOOLMATE

## SERVED

mountains to see the beautiful *scenery*. 2. What is used on a stage to represent a room or other place. The *scenery* shows a cave near the sea.

**school'mate'** (skōol'māt') (skōol'māt')

58. A person who goes to school with one. My *school-mate* and I often study our history together.

**score** (skōr) 28. The football *score* was 19 to 6. My teacher will *score* my geography paper. I had a *score* of 90 on my spelling test.

**scout** (skout) 36. 1. A person who belongs to the Boy Scouts or Girl Guides. Now that Tom is a *scout* he knows how to use an axe. 2. Hunt. Look around for. The coach will *scout* for some men for the baseball team.

\***sea'shore'** (sē'shōr'). Land by the sea. Last summer we stayed at the *seashore*.

**se'cret** (sē'krēt) 72. 1. Something hidden or not known. They tried to find out what the *secret* was. 2. Hidden. Not known. There were *secret* stairs to the cellar of the old house.

**sec're tar'y** (sēk'rē tēr'ī) 46. 1. One who writes letters and keeps records. Bill was

*secretary* of our club. 2. A writing desk with a top part for books. You will find a stamp for your letter in the *secretary*.

**sec'tion** (sēk'shūn) 60. Part. We live in the farming *section* of the province. Will you give Dan one *section* of the orange?

\***seek** (sēk). Look for. They are going to *seek* new homes in the Far West.

**sep'a rate** (sēp'ā rīt) 18. 1. Not connected. The young children and the older ones eat lunch in *separate* rooms. 2. (sēp'ā rāt). Divide. We must *separate* the books into a pile of the new ones and a pile of the old ones.

**Sep tem'ber** (sēp tēm'bēr) 40. *September* is the ninth month of the year.

\***serv'ant** (sûr'vānt). A person whose work is waiting on others. Their *servant* is a good cook.

**served** (sûrvd) 78. 1. Mother *served* coffee for breakfast. Dinner is *served* at six o'clock. 2. The boy was punished for throwing the ball through the window, and it *served* him right. 3. Was useful for. A wooden box *served* as a chair.

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ī, ice; ĩ, is; ō, old; ō, not; ô, obey; ô, or; ô, soft;

## SERVICE

- \*serv'ice** (sûr'vîs). 1. The church *service* lasted for an hour. 2. The maid was in *service* at that house for a long time. The soldier is in *service* in a foreign country. 3. Mrs. Frank is so ill she needs the *service* of a nurse.
- \*set'tlers** (sĕt'lĕrz). People who go to live in a new region. Sometimes there was war between the early *settlers* and the Indians.
- sev'enth** (sĕv'ĕnth) 38. Next after sixth. Saturday is the *seventh* day of the week.
- sev'en ty** (sĕv'ĕn tī) 80. Ten times seven. There were *seventy* pupils in the two classes that took the test.
- shade** (shād) 62. 1. The boy sat down in the *shade* of the big tree. 2. The trees *shade* us from the sun in summer. 3. Her eyes are a dark *shade* of brown. 4. We pulled down the window *shade* in the evening.
- \*shad'ow** (shād'ō). The dog saw his *shadow* in the pond. I could see my *shadow* ahead of me as I walked up the street.
- \*share** (shâr). 1. We must all do our *share* in taking care of the garden. 2. I will *share* the candy with you. 3. The farmers gave the

## SHOVEL

- owner of the land a *share* of the crops.
- \*shed** (shĕd). 1. We keep the rake and hoe in the tool *shed*. 2. The bird will soon *shed* its feathers.
- sheet** (shĕt) 50. Mother put a clean *sheet* on the bed. The hot steel is rolled out into a big *sheet*. The frozen lake looked like a *sheet* of glass.
- shelf** (shĕlf) 64. A narrow board or other material put against the wall to hold things. The box of cookies is on the *shelf* in the kitchen.
- shel'ter** (shĕl'tĕr) 30. There was no *shelter* around but an old house. The men took *shelter* behind some rocks. We all need *shelter*, food, and clothing.
- \*shep'herd** (shĕp'ĕrd). A man who looks after sheep. In the spring the *shepherd* took the sheep high up in the mountains.
- \*she's** (shĕz). Short form for *she is*.
- shout'ed** (shout'ĕd) 32. Called out loud. The children who were playing *shouted* to one another.
- shov'el** (shŭv'l) 64. 1. Joan took her *shovel* and pail to the beach. The man in the coal mine needed a *shovel*.

## SHOWER

2. Father asked me to *shovel* the snow from the walk leading to the back door.

**show'er** (shou'ēr) 20. Rain for a short time. On the way home from school we were caught in a sudden *shower*.

**since** (sĭns) 76. 1. They treat him like a baby *since* he is the youngest. *Since* the roads were bad because of the storm, they could get no mail for three days. 2. I have *since* bought other books. 3. We have learned new games *since* Monday.

**\*sink** (sĭngk). 1. The enemy tried to *sink* their ship. 2. Mother washes the dishes in the kitchen *sink*.

**sir** (sûr) 72. 1. The letter to my father began "Dear *Sir*". 2. *Sir* Francis Drake liked to sail the sea. 3. "This is the right bus to take, *sir*," the boy said to the old man.

**six'teen'** (sĭks'tēn') 28. Six more than ten. There were *sixteen* people at our house on Thanksgiving Day.

**sixth** (sĭksth) 64. Next after fifth. June is the *sixth* month of the year.

**six'ty** (sĭks'tĭ) 16. Ten times six. There are *sixty* books in our class library.

**\*skim** (skĭm). Take from the

## SNOWFLAKES

top. We can *skim* the cream from this bottle of milk.

**skipped** (skĭpt) 76. 1. The children *skipped* about in the sun. 2. The boy *skipped* a grade in school. 3. She *skipped* over the hard words in the story.

**\*skunk** (skŭngk). An animal having black fur with white stripes. We saw a *skunk* crossing the road ahead. The fur of a *skunk* can be used for a coat.

**slaves** (slāvz) 74. John *slaves* away at his work every day. *Slaves* used to work in the cotton fields.

**\*sleep'y** (slēp'ĭ). Wanting to go to sleep. The baby was so *sleepy* that we put her to bed early.

**slip** (slĭp) 44. 1. His name was on a *slip* of paper. 2. Rose received a pretty *slip* for her birthday. 3. Ice on the road makes you *slip* and slide. 4. They saw the man *slip* around the corner into the dark street.

**\*smell** (smĕl) 1. We *smell* a good dinner cooking. 2. The flowers *smell* sweet. 3. The *smell* of burning leaves was in the air.

**snow'flakes'** (snō'flāks') 64. Thin, flat bits of snow.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ĭ, ice;  
ĭ, is; ō, old; ŏ, not; ŏ, obey; ô, or; ô, soft;



## SOCIAL

Each of the *snowflakes* has six sides.

**so'cial** (sō'shāl) 38. Friendly.

We formed a *social* club that met after school.

**so'da** (sō'dà) 76. 1. On the way home I had an ice cream *soda*. 2. Mother uses baking *soda* when she makes a cake.

**some'where'** (sūm'hwâr') 78. In some place. John is playing *somewhere* in the garden.

**\*soon'er** (sōon'ēr). 1. The *sooner* you come back, the *sooner* we can have supper. 2. George finished the book *sooner* than Bill did. 3. No *sooner* had we fixed it than it broke again.

**sore** (sōr) 28. Hurting. John has a *sore* finger.

**\*south'ern** (sūth'ērñ). Toward the south. Many people visit the *southern* part of the United States in winter.

**spe'cial** (spēsh'āl) 66. 1. Particular. Jane is a *special* friend of mine. 2. Not usual. The cake is a *special* treat for my birthday.

**\*speech** (spēch). 1. Way of speaking. His *speech* was slow and gentle. 2. A talk. We heard the governor make a *speech*.

**\*spin'ning** (spīn'ing). 1.

## STATUE

Making thread. They are *spinning* cotton thread in that factory. 2. Making something turn around fast. The boy is *spinning* his top.

**splen'did** (splēn'did) 72. Grand. Fine. The queen wore a *splendid* robe.

**spoke** (spōk) 32. 1. Talked. The teacher *spoke* about her travels last summer. 2. One of the bars from the centre of a wheel to the outside. When Dick's cart fell over, a *spoke* in the wheel was broken.

**\*sprained** (sprānd). Injured. He fell down and *sprained* his back.

**spread** (sprēd) 22. 1. Stretch or stretched out. She saw the bird *spread* its wings and fly away. 2. Scattered. The wind *spread* the papers all over the lawn. 2. Act of scattering. The *spread* of the good news was rapid.

**St. 30.** Short form for *street*. Short form for *saint*.

**sta'tion er'y** (stā'shūn ēr'y) 62. Writing materials, often paper and envelopes. I got a new box of white *stationery*.

**\*stat'ue** (stāt'ū). Something of stone or other hard material made to look like a person or an animal. Did



## STEEL

you ever see the *statue* of Wolfe in Quebec?

**steel** (stēl) 46. A hard, strong metal. The knight's sword was made of fine *steel*. We crossed a *steel* bridge.

**stole** (stōl) 62. 1. Took when it was not honest or fair to take it. A thief *stole* money from the store. 2. Took secretly. She *stole* a look when she thought no one could see.

**\*sto'len** (stō'lēn). Taken when it was not honest to take it. My mother's package was *stolen* from the car.

**\*stom'ach** (stūm'āk). The food we eat goes from the mouth to the *stomach*.

**\*stools** (stōolz). Seats without arms or backrests. The children sat on *stools* when they had their ice cream at the store.

**\*store'keep'er** (stōr'kēp'ēr). A person who has charge of or owns a store. The *store-keeper* sells the morning and evening newspapers.

**\*storm'y** (stōr'mī). Raining or snowing. We were glad to go into the house because the weather was *stormy* outside.

**stream** (strēm) 60. A flow of water. Joe went fishing in a little *stream* in the woods.

## SUPPOSE

**\*street'car'** (strēt'kär'). We rode on the *streetcar* to the stores downtown.

**stub'born** (stüb'ērn) 40. Not willing to change one's mind. Not doing easily what is expected. The donkey is often called a *stubborn* animal. The *stubborn* child would not eat all his vegetables.

**stu'dent** (stū'dēnt) 58. A pupil. A person who has studying to do. The *student* is writing a paper about the colonies in New France.

**stuff** (stuf) 52. 1. Material. We took all the old *stuff* out of the cellar and threw it away. 2. Fill. Mother plans to *stuff* the chicken and roast it.

**\*stum'bled** (stūm'b'ld). Moved so that one nearly fell. He *stumbled* over a stone in the road.

**such** (sūch) 40. There was *such* a heavy fog that we could hardly see the road. At the corner store we can buy *such* food as milk, bread, and cheese.

**sup plies'** (sū plīz') 68. 1. The school *supplies* books for the pupils. 2. He sells office *supplies*. The ship stopped to take on *supplies*.

**sup pose'** (sū pōz') 70. What

ā, ate; â, at; ä, are; â, care; à, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ō, or; ō, soft;

## SURFACE

do you *suppose* was in the sack? *Suppose* you forget your umbrella. What will happen? Let's *suppose* that we are princes and princesses.

**sur'face** (sûr'fis) 54. The outside. The top. The *surface* of my desk is smooth. The soil in the garden is dry only on the *surface*. My winter coat has a rough *surface*.

**swamp** (swômp) 54. Wet, soft land. Sally lost one of her rubbers in the *swamp*.

\***swan** (swôn). A bird with a long neck. We saw a white *swan* in the lake.

\***sweat** (swět). The horse ran so fast that it began to *sweat*. *Sweat* rolled down its sides.

**swell** (swěl) 68. Become bigger. Balloons *swell* when they are blown up. Did your foot *swell* when you hurt it?

**sword** (sôrd) 56. A weapon with a long blade. The prince killed the beast with his *sword*.

## T

**tank** (tăngk) 42. 1. The man at the garage filled the gasoline *tank* in the truck.

## THANKSGIVING

2. The soldier drove the *tank* over a very rough road and across the brook.

**tar'dy** (tăr'di) 58. Late. Why were you *tardy* in getting to school this morning?

**taste** (tăst) 54. 1. These little cakes *taste* alike. 2. We like to *taste* the things Mother has baked.

\***tax** (tăks). 1. Money paid to support the government. We paid a *tax* on our theatre tickets. 2. Put a burden on. Do not *tax* your strength when you move that rock.

**ten'nis** (tĕn'is) 28. A game for two or four people played across a net. We got very warm playing *tennis*. I went down to the *tennis* court to get my balls.

**term** (tûrm) 26. 1. Period for which one is elected. The premier has a four-year *term*. 2. Part of the school year. The school *term* is often four months. 3. A word used in a particular subject. What is the *term* in music that means "slow"?

**ter'ri ble** (tĕr'i b'l) 82. Dreadful. I had a *terrible* dream. The automobile accident was *terrible*.

**Thanks giv'ing** (thăngks giv'ing) 76. A holiday in October. The people in the

## THEATRE

colony gave a *Thanksgiving* feast to the Indians.

**the'a tre** (thē'ā tēr) 38. A place where plays or moving pictures are shown. Everybody in the *theatre* stopped talking when the curtain on the stage went up.

**they're** (thār) 30. Short form for *they are*.

**thir'teen'** (thūr'tēn') 16. The number after twelve. Although I asked for a dozen rolls, the baker gave me *thirteen*.

**thread** (thrəd) 46. 1. The men in the factory will spin the *thread* from cotton. Mother sewed my dress with silk *thread*. 2. Mother asked me to *thread* the needle for her.

**\*thrill'ing** (thrīl'ing). Exciting. We are reading a *thrilling* story about the men who reached the North Pole.

**throat** (thrōt) 22. The front, or inside, of the neck. Henry was home from school with a cold and a sore *throat*. Grace tied her scarf at her *throat*.

**through** (thrō) 78. The thorns cut *through* the dog's paw. The express train went *through* the town without stopping. When we

## TOWER

were *through* eating we put away the food that was left.

**\*tin'sel** (tīn'səl). Material that shines like gold or silver. We put *tinsel* on the Christmas tree. The fairy wore a dress of silver *tinsel*.

**\*tip** (tīp). 1. The *tip* of the dog's tail is white. 2. Be careful not to *tip* the table over. 3. I gave a *tip* to the man who took my suitcase to the train.

**\*to ma'toes** (tō mā'tōz). Vegetables with smooth skin, usually red. We planted *tomatoes* in our garden. Mother served a salad of lettuce and *tomatoes*.

**ton'sils** (tōn'sīlz) 68. I went to the hospital to have my *tonsils* removed. My *tonsils* often caused a sore throat.

**tools** (tōōlz) 46. Instruments used in doing work. A hammer and a saw are *tools* the carpenter uses.

**tooth** (tōōth) 50. The dentist is going to fill the hole in Ed's back *tooth*.

**tour'na ment** (tōōr'nā mēnt) 56. A trial to see who can do something best. Long ago the knights often fought in a *tournament* before the king and his court.

**tow'er** (tou'ēr) 82. A building or part of a building that

---

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ī, ice;  
ī, is; ō, old; ō, not; ō, obey; ô, or; ô, soft;

## TRAIL

is high. We could see for miles around from the *tower*. There are bells in the *tower* of the church.

**trail** (trāl) 36. When I went hiking I found a little *trail* through the woods. The bicycle left a *trail* of dust behind it. The hunting dogs followed the *trail* of the fox.

**\*trail'er** (trāl'ēr). A wagon or cart that can be connected to an automobile or a truck and pulled along by it. When we were travelling last summer we slept in the *trailer* every night.

**tramp** (trāmp) 62. 1. We took a long *tramp* through the fields. We heard the heavy *tramp* of the marching soldiers. 2. A *tramp* came to the door and asked for a sandwich.

**treas'ure** (trězh'ēr) 26. Money, jewels, or other valuable things. Some of the people who came here expected to find *treasure* in the New World.

**\*tribe** (trīb). A group of people whose homes are near one another and who have the same ways of living. A *tribe* of Indians in the western part of our country makes beautiful baskets.

## UPPER

**\*tries** (triz). Sometimes our dog *tries* to climb a tree. Billy *tries* hard to get all his lessons done on time.

**\*tub** (tüb). I let the water run into the *tub* for my bath. We bought a *tub* of butter from the farmer.

**tune** (tūn) 56. 1. We asked him to sing and play a *tune*. 2. A man came to *tune* our piano.

**\*twen'ty-eight'** (twěn'tī-āt'). Eight more than twenty. February has *twenty-eight* days except in leap year.

**twen'ty-two'** (twěn'tī tōō') 64. Two more than twenty. My brother was through college when he was *twenty-two* years old.

## U

**um brel'la** (üm brěl'ä) 20. My *umbrella* protects me from the rain. We sat under a beach *umbrella* when we ate our lunch.

**un'der stand'** (ün'dēr ständ') 72. The children did not *understand* one sentence in the lesson. I could not *understand* him because he spoke a foreign language.

**up'per** (üp'ēr) 80. Higher. The *upper* floors of that office building have good

## UPTOWN

light. The *upper* part of the mountain was covered with snow.

**up'town'** (ŭp'toun') 64. To the upper part of a town or city. We went *uptown* to do our shopping.

**\*U.S.** Short form for *United States*.

**u'su al** (ū'zhōō ăl) 18. Common. Ordinary. We took our *usual* walk through the park after school.

## V

**\*van'i ty** (văn'ĩ tĩ). Too much pride in the way one looks or in what one can do. Because of her *vanity* about her clothes many people did not like her.

**verse** (vûrs) 56. 1. Poetry, or a line of poetry. That man is a writer of *verse*. 2. A short part of the Bible. Sunday we heard a talk on a *verse* in the Bible.

**vi'o lets** (vĩ'ō lĕts) 20. Little flowers, usually purple. We found many *violets* growing in the woods this spring.

**vi'o lin'** (vĩ'ō lĩn') 44. An instrument that can be played with a bow to give music. When John was playing his *violin* one of the strings broke.

## WEEDS

**\*voice** (vois). The sound that comes from the mouth. Frank's *voice* was so loud we could hear it in the next room. My *voice* seemed to stick in my throat.

## W

**wad'ing** (wād'ĩng) 72. Stepping or walking through water. My brother and I went *wading* in the river.

**warm'er** (wôr'mĕr) 72. Not so cold. The weather is *warmer* in the summer than in the winter.

**waste** (wāst) 62. 1. Throw away something that could have been used. We should not *waste* good food. 2. Poor use of. It was a *waste* of time to write the numbers twice.

**weath'er** (wĕth'ĕr) 74. We have cold *weather* in December. We have many changes in the *weather*.

**Wed.** 70. Short form for *Wednesday*.

**wed'ding** (wĕd'ĩng) 68. A marriage. Many people went to the church to see the *wedding*.

**weeds** (wĕdz) 74. Plants that are not useful. We must get the *weeds* out of our vegetable garden.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ô, obey; ô, or; ô, soft;

## WEIGHS

**\*weights** (wāz). 1. Is as heavy as. The boy *weighs* 100 pounds. 2. Finds out how heavy something is. The butcher *weighs* the meat and then figures its cost.

**weight** (wāt) 66. 1. The child's *weight* is 60 pounds. 2. Father has a *weight* for papers on his desk. 3. Don't put too much *weight* on the wire or it will break.

**welcome** (wēl'kūm) 28. 1. You are a *welcome* guest. 2. You are *welcome* to ride to the station with us. 3. When somebody thanks us we say, "You're *welcome*."

**weren't** (wūrnt) 13. Short form for *were not*.

**western** (wēs'tērn) 74. Toward the west. There are high mountains in our *western* provinces.

**we've** (wēv) 30. Short form for *we have*.

**wherever** (hwār'ēv'ēr) 78. To whatever place. *Wherever* we went during our trip last week we had good weather.

**whether** (hwēth'ēr) 72. He asked *whether* he could go to the movies. I did not know *whether* they were pear trees or not.

**\*whipped** (hwīpt). 1. I *whipped* some cream to put

## WORRIED

on the cake. 2. The driver *whipped* the horses.

**whistle** (hwīs'l) 52. 1. A clear, high sound. They were waiting for the noon *whistle* to blow. 2. The boy will *whistle* to his dog.

**whom** (hōōm) 76. The boy to *whom* he is talking is his brother.

**wire** (wīr) 72. 1. The man will *wire* the two pieces of wood together. 2. We sent a message by *wire*. 3. *Wire* your reply at once. 4. A man repaired the electric *wire* for the iron. 5. We keep the bird in a *wire* cage.

**\*with in'** (wīth īn'). Inside. *Within* the house there were many bright lights. Uncle Fred cannot get back *within* a week.

**with out'** (wīth out') 78. Mother likes her coffee *without* milk. We do not want to go to the beach *without* Father.

**wore** (wōr) 50. I *wore* out my gloves. Bobby *wore* his new suit to the party.

**workers** (wūr'kērz) 18. The *workers* in that factory have a half hour for lunch.

**\*worried** (wūr'id). Anxious. The farmers are *worried* about their crops because



## WORRY

there has not been much rain.

**wor'ry** (wûr'î) 62. Fret. He began to *worry* about the mark he would get on his test.

**worst** (wûrst) 62. The most bad of all. This is the *worst* sore throat I have ever had. They were in the *worst* part of the flood.

**wrist** (rîst) 28. The part that connects the hand and the arm. I wrote so many pages that my *wrist* was tired. I received a *wrist* watch for Christmas.

## Y

**yarns** (yärnz) 16. Stories.

## YOU'VE

The old man told the children many *yarns* about the time when he went to sea.

**yelled** (yëld) 28. Shouted. The boy *yelled* "Help!" when he saw the bull coming toward him.

**you'll** (yōōl) 58. Short form for *you will*.

**young'est** (yŭng'gëst) 72. Not so old as any other.

He is the *youngest* child in the class.

**\*you're** (yōōr). Short form for *you are*.

**your self'** (yōōr sël'f') 70.

You ought to be ashamed of *yourself*. You can't go to the lake by *yourself*.

**\*you've** (yōōv). Short form for *you have*.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ê, begin; î, ice;  
I, is; ō, old; ō, not; ô, obey; ô, or; ô, soft; ū, use; ŭ, us; û, turn; û, unite;  
ōō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.



# THE PUPILS' OWN Vocabulary Speller

CANADIAN EDITION

## Grade VI

*By*

ARTHUR I. GATES  
HENRY D. RINSLAND  
INA C. SARTORIUS  
CELESTE COMEGYS PEARDON

*Illustrated by*  
Mary Highsmith

*Authorized in Alberta: permissively authorized in Saskatchewan*

---

TORONTO  
THE MACMILLAN COMPANY  
OF CANADA LIMITED

COPYRIGHT, CANADA, 1947

By

THE MACMILLAN COMPANY OF CANADA LIMITED

All rights reserved—no part of this book may be reproduced in any form without permission in writing from the publisher.

Mimeographing or reproducing mechanically in any other way passages from this book without the written permission of the publisher is an infringement of the copyright law.

PRINTED IN CANADA

*By* Le Soleil Limitée, Québec.

## To the Teacher

*The Pupils' Own Vocabulary Spellers* introduce many innovations which will make the teaching of spelling simpler, more satisfying, and more fruitful. The nature and purposes of the new programme provided in these spellers are fully explained in the *Teachers' Manual*, which the teacher is urged to study carefully.

**The Vocabulary.** This series is based upon the most recent, the most extensive, and the most valid count of words used by pupils in their writing in Grades I-VIII. This investigation by Henry D. Rinsland, published in 1944 by The Macmillan Company, made it possible to determine as never before the relative importance of each of the thousands of words used in Grade VI. The 434 most important words are introduced in the 34 basal weekly lessons. Each of these words is very thoroughly taught.

A group of 203 words of less importance, called "Your Extra Words", is listed on pages 84 and 85, in the order of their importance. The extra words are also included in the dictionary, pages 87-132, where they are starred. They should be learned from the dictionary, where their pronunciation and meaning are given, whenever pupils have time for them during the year. This plan of having basal words and extra words gives the most important words the most emphasis, makes effective adjustment to individual differences in ability to learn, enables the slower learners to enjoy the satisfaction of mastering the shorter basal weekly lists, and provides the means of teaching pupils to learn to spell words largely by themselves. It is further suggested that the teacher encourage each pupil to keep a list of words learned *entirely* by himself. The extra-word programme bridges the gap between the thoroughly supervised learning of the basal list and the independent learning of one's "very own words". Thus, independent spelling ability — the major objective of instruction — is achieved. (Section 2 of the *Teachers' Manual* gives a complete explanation of this phase of the programme.)

**The Method of Study.** These spellers introduce a simpler and more efficient method of studying a word. It is based on investigations conducted by Arthur I. Gates and David H. Russell which showed that the typical many-step technique was unnecessarily elaborate and slow for the good spellers and too complex and confusing for the poor spellers. The method recommended in these spellers contains few steps and yet provides everything needed. It is fully explained in Section 3 of the manual.

**The Weekly Programme.** The pupil first reads the spelling words in a simple, interesting story by Celeste Comegys Pearson. He then examines each word in the spelling list and rereads the story. Then he writes the words which appear in the same order in the story as in the list. The next step is a thorough study of them in the "Know Your Words" programme, which is planned to give the pupil an enriched understanding of each word, as well as to teach him to employ the most useful general and specific clues in mastering its spelling. (See page 13, for example.)

The third step is a test of spelling. A special feature of this series is the suggestion of a context completion test, which removes any uncertainty as to which word the teacher has said and carries forward the word-meaning enrichment programme. (See page 14, for example.) Following the test comes the correction of the words, a study of the errors, and a restudy of the words missed. Sections 7 and 8 of the manual give suggestions for making this diagnosis and restudy highly valuable.

The last step is the final weekly test. Words missed on this final test should be recorded correctly in the pupil's notebook. At the time of the final test the following week, the pupil is again tested on these words, after having reviewed them.

**The Dictionary.** Extensive use should be made of the dictionary. The pronunciation and meaning of each word should be looked up — on the first day if possible — and referred to as often as necessary. Although the "Know Your Words" programme introduces the basic skills of dictionary use, the teacher should extend and enrich these experiences. She should take advantage of every occasion when reference to the dictionary would be helpful.

**The Word-Enrichment and Generalization Programmes.** These spellers embody a most carefully worked-out programme for enriching the child's vocabulary and increasing his ability to spell by "thinking" and utilizing every really useful spelling convention, rule, and habit tendency. The word-meaning enrichment programme is based on the *Rinsland Semantic Study* — an extensive count of the frequency, grade by grade, of every meaning of every word used by children in their own compositions. The generalization programme is based on a series of extensive studies by Gates and his students. (See the *Teachers' Manual*, Sections 4, 6 and 10.) The entire programme is designed to make the child an intelligent, versatile, and independent speller as rapidly as possible.

**Aids to Learning Specific Words.** These spellers help the pupil to locate and utilize the most useful specific aids for mastering the spelling of each individual word. Based largely on Gates' monograph, *A List of Spelling Difficulties in 3876 Words*, these exercises go to the heart of the major difficulty in each word without guess work. This programme is explained in Section 7 of the manual.

**The Problem of Reviews.** Since only the words children use are taught in this series, there is less need for formal review than in other series. An individualized review plan is provided, whereby each child reviews only the words he himself has missed. The authors advocate a vigorous investigation of the individual child's difficulty, rather than repeated, mechanical reviews. The teacher is urged to read the discussion of review in Section 8 of the manual.

**Pre-tests and Final Tests.** A pre-test, half-year test, or final test may be made up by choosing at random one or more words from each of the 34 lessons. A random sampling of words from the extra-word list may also be used for periodic tests. For suggested use of test results see Section 9 of the manual.

The Authors.

## Your Progress Chart

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Make a progress chart like the one above in your "Word Book". You will have to make it for 34 weeks. Your teacher will help you.

1	2	3	4	5	6	7
12	12	12	12	12	12	12
11	11	11	11	11	11	11
10	10	10	10	10	10	10
9	9	9	9	9	9	9
8	8	8	8	8	8	8
7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1

### How to Mark Your Progress Chart

The bottom chart shows how to mark your chart at the top of the page. If you spelled 10 words right the first week, draw a circle around 10. If you spelled 11 words right the second week, draw a circle around 11 and draw a line between 10 and 11.

Each week draw a circle around the number of new words you spelled right on your Friday test and draw a line from last week's number. Try to reach the top and stay there.

## **GRADE VI**



## Alternative Spelling

If your teacher so advises, you may use this spelling of the words listed below. The page numbers refer to the page on which the word appears.

### Grade IV

center	91
favorite	34
good-by	28
living room	91
neighbor's	90
plow	91

### Grade V

ax	36
dining room	64
favor	56
honor	36
neighborhood	64
pajamas	50
theater	38

### Grade VI

honorable	85
labor	70
mold	85
neighbor	84
woolen	82

## GRADE VI

### How to Use Your Book

*First Day.*    **See Your Words.**

Read the story, in which all of your new words are correctly used. As your teacher pronounces each new word, look at it carefully and say it after her. Then find each new word in the story, notice how it is used, and write it correctly on your paper. If you have any extra time, start the exercises under "Know Your Words".

*Second Day.*    **Know Your Words.**

Write the exercises under "Know Your Words". You will enjoy using your new words. Before you write each one, look at it carefully in the list under the story. Be sure to spell it exactly right.

In the spelling dictionary on pages 87-132 you will find all of your new words in alphabetical order. If you are not sure how to pronounce or use a word, look it up in your dictionary. You will find a key to the pronunciation of the words on page 87 and at the bottom of each page after that. The guide words at the top of each page will help you in finding your new words. The one at the left is the first word on the page, and the one at the right is the last word on the page.

*Third Day.* **Write Your Words.**

Number your paper for as many words as there are in your week's lesson. Write each word as your teacher says it, in a sentence. Be careful to use your best writing and to spell each word correctly. Your teacher will help you find the words you missed. Cross out each mis-spelled word and write it just as it is in your book. Save your paper.

*Fourth Day.* **Study Your Words.**

Study the words you missed yesterday, and review the words you missed last week. This is the way to study them:

1. Look at the first word you missed and say it to yourself. If it has more than one syllable, or part, say it again, one syllable at a time. Look at each syllable as you say it.
2. Look at the letters and say each one. If the word has more than one syllable, divide the word into syllables when you say the letters.
3. Write the word without looking at your book.

4. Now look at your book and see whether you spelled the word correctly. If you did, write it again and compare it with your book again. Do this once more.
5. If you made a mistake, see which letters you missed. Repeat steps 1 and 2, looking very carefully at the letters you missed. Then repeat steps 3 and 4, until you have written the word correctly three times without a single mistake.
6. Study each word you missed in this same way. Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary, or some of your own words, of which you should make a list. Your teacher will tell you about this. Study these in the same way as the words you missed.

*Fifth Day. Write Your Words Again.*

Number your paper for as many words as there are in your lesson. Write each word carefully as your teacher says it. She will help you find the words you missed. Cross out each mis-spelled word and write it just as it is in your book. On your progress chart in your Word Book mark the number you spelled right. Your teacher will show you how to make a Progress Chart. See p. 6.

Write the words you missed, in your Word Book, which your teacher will help you make. If you learned some extra words or some of your own words, write them there, too. At the end of your lesson add any of your extra words or your own words that you missed. If you missed any of last week's words again, write them in your Word Book. Review them when you have time. Some time your teacher will test you on them.

*Note to the Teacher: Below is given in detail a full week's work on the first group of words in this book. It is suggested that the same procedure be followed in subsequent weeks.*



## Hogs — Wild and Tame

The hog is a comical chap, with his fat sides, curly tail, tiny eyes, and turned-up nose. In Jamaica where he runs wild he prefers a moist soil bordered by woods thick with brush, where he may hide in case of danger. He feeds on pecans, acorns, and other nuts and he is a swift runner in spite of his short legs. An angry wild hog is not pleasant to meet.



The tame hog raised on the farm provides the nation with lard, bacon, and ham. Baby pigs are bright little creatures that are full of activity. They make affectionate pets.

“Dirty as a pig” is not a fair statement. Pigs would be clean if their owners would provide them with proper pens. Because of the poor conditions in which they are often kept, they must roll around in the slippery mud to rid their delicate skins of flies and other insects.

---

**hog**  
**comical**  
**soil**

**pecans**  
**swift**  
**runner**

**tame**  
**lard**  
**activity**

**provide**  
**slippery**  
**rid**

---

## Know Your Words

1. A word that means almost the same as another word is a synonym of it. Write new words that are synonyms of: **fast, furnish, action, ground, pig, funny.**

2. Write the new word that means:

- |                               |                              |
|-------------------------------|------------------------------|
| a. to make free               | d. causing one to slide      |
| b. one that runs              | e. nuts that are shaped like |
| c. the opposite of wild       | olives                       |
| f. the fat rendered from pork |                              |

3. Alphabetize, or write in alphabetical order, **tame, hog, comical, lard, and activity.**

4. Alphabetize the new words beginning with **r, s,** and **p,** being sure to look at the second letter in each word. Check the order with your alphabetical dictionary at the end of this book.

5. Make a new word by:

- doubling the **p** in **slip** and adding **ery.**
- doubling the **n** in **run** and adding **er.**

6. Write the new words that rhyme with: **toil, card, frog, lift, aside, game, and lid.**

7. Write the new words that have these little words in them: **can, oil, slip, act, run.**

8. Write the new word that begins with **pro.**

9. Write the new words that end the same as: **winner, slid, medical, ability, and fame.**

10. Write these words, filling in the missing hard spots: **prov—, s—l, sli—, sw-f—, h-g, tam—, co-ic—, r-d, ru—er, l-rd, pe—ns, a—iv-ty.**

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. The shells on \_\_\_\_\_ are thin.
2. The soap was so \_\_\_\_\_ that it slid from Judy's hands.
3. It did not take Elizabeth very long to get \_\_\_\_\_ of her cold.
4. Mr. Perry raised some corn to feed to his \_\_\_\_\_.
5. The \_\_\_\_\_ was out of breath when he reached the goal.
6. My aunt uses \_\_\_\_\_ for making pie crust.
7. There was great \_\_\_\_\_ in the kitchen on Thanksgiving morning.
8. There are some vegetables that grow well in sandy \_\_\_\_\_.
9. Coal mines \_\_\_\_\_ us with one kind of fuel.
10. The \_\_\_\_\_ story Uncle Jack told us made us laugh.
11. Their \_\_\_\_\_ airplane flight around the world took six days.
12. The squirrel was \_\_\_\_\_ enough to eat from Fred's hand.

2. Cross out the words you missed and write them correctly.



## **Study Your Words**

**1.** Study the words you missed yesterday. You are told how to study them on the page called "How to Use Your Book", under "Fourth Day". This comes on page 10.

**2.** Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary on pages 87-132, or some of your own words, if you have any.

## **Write Your Words Again**

**1.** Take a piece of paper and write your new words as your teacher says them.

**2.** If you learned some extra words or some of your own words, write them, too.

**3.** Write the words you missed today in your Word Book. Spell them correctly.



## Sixth Grade Sewing

At the bottom of my cedar chest lies a white apron which I made in the sixth grade. It was one of the hardest things I have ever done and it could never be put to ordinary use.

On Friday afternoons the girls had sewing and the boys, manual training. I thought sewing would be much nicer than it proved — especially when we were given needles, thread, little blue thimbles, and shiny scissors.

The teacher's method was to go from something simple to something hard. First, I believe, we each brought a towel from home and put a hem at either end. We next made kitchen curtains, with a hem at the top of each and an edging of lace across the bottom. Then we began on the aprons. The teacher showed us a sample of what they should be like when they were finished. There was a full skirt gathered into a belt, above which was a bib with two long straps crossing in the back. We pinned a paper pattern to the cloth, and the teacher did the cutting. Then we made the aprons ourselves !

---

**hardest  
manual  
nicer**

**scissors  
method  
towel**

**hem  
curtains  
lace**

**sample  
skirt  
pattern**

---

## Know Your Words

1. Find **lace** in your alphabetical dictionary, using the guide words at the top of the pages. Following the word you will find its pronunciation. You will see that it has only one syllable, or part. Write **lace** and the other two words of one syllable in this week's lesson.

2. Write the eight words of two syllables, leaving a space between the syllables, like this: **sam ple**. Put the accent mark in each to show which syllable is accented, or said louder. Check each word with your dictionary.

3. Write the new words that rhyme with **stem**, **example**, **shirt**, and **face**.

4. Write the new word that means:

- |  |                                    |
|--|------------------------------------|
| a. of the hands                        | d. a way of doing something        |
| b. most difficult                      | e. an instrument for cutting       |
| c. more agreeable                      | f. the turned-up edge of a garment |
| g. paper used in cutting out a garment |                                    |
| h. a cloth for drying                  |                                    |

5. A syllable added to the end of a word to change its meaning is a **suffix**. Add the suffixes **er** and **est** to **hard**. Add **r** and **st** to **nice**.

6. Write the new words that are synonyms for **drapes** and **handbook**.

7. The letter **c** is called **hard c** when it sounds like **k** and **soft c** when it sounds like **s**. Write **lace** and **curtains** and beside each write whether the **c** is hard or soft.

8. Write these words, filling in the missing hard spots: **pa—ern**, **s—issors**, **s—rt**, **c—rt—ns**, **h—**, **tow—**, **la—e**, **man—l**, **m—th—d**, **samp—**, **—i—r**, **h—d—st**.



## A Colonial Kitchen — Part 1

Daily life in colonial times began and ended around the fireplace in the room at first called the “common room”, and later called the kitchen. The huge fireplace was of the English pattern. Across it stretched a big green timber from which hung the pots and kettles, the pride of every colonist’s home. In time the green timber burned through, and the burnt wood had to be replaced. Later this timber gave way to an iron crane.

Each kettle, skillet, and pot of those times was made with legs so that it could be placed in the hot ashes without making the food too hot. Every kind of pan and every spoon used to stir food was made with a very long handle so that the cook need not stoop nor get too close to the fire.

The early settlers did not prepare food in a great variety of ways. They would either boil or roast their meats and would mix all the vegetables together for boiling. When ovens were built into the chimney beside the fireplace, baking was done once a week as a special treat.

---

<b>timber</b>	<b>skillet</b>	<b>handle</b>	<b>boil</b>
<b>burnt</b>	<b>ashes</b>	<b>stoop</b>	<b>mix</b>
<b>kettle</b>	<b>stir</b>	<b>prepare</b>	<b>treat</b>

---

## Know Your Words



1. Write the plural of **ash** by adding the suffix **es**. The plural of words ending in **sh** and **ch** is formed by adding **es**. The singular form **ash** is not often used.

2. Write the new words that have these little words in them: **eat**, **burn**, **hand**, **oil**, and **skill**.

3. Write the two words with double consonants. Write the word with a double vowel.

4. Write **boil** and say it to yourself. When **o** and **i** come in this order, they usually sound like this.

5. Write the word ending with **x**. Now write the word that means almost the same thing.

6. Write the words containing **ar**, **er**, **ir**, and **ur**.

7. Write the words that rhyme with: **meat**, **soil**, **settle**, **fix**, **fir**, **loop**, **dashes**, **limber**, **candle**, **declare**.

8. If you are not sure of the long ( **ˉ** ) and short ( **˘** ) vowel sounds, look at the pronunciation key on page 87. Write these words and mark the vowels called for: **a** in **ashes** and **handle**, the first **e** in **kettle**, **i** in **skillet**, **timber**, and **mix**.

9. Alphabetize the words beginning with **s**, **t**, and **b**.

10. Write these words, filling in the missing hard spots: **a**—, **—ett**—, **st—r**, **t—mber**, **tr—t**, **s—i—t**, **m—**, **st—p**, **hand—**, **b—nt**, **prep—**, **b—l**.



## A Colonial Kitchen — Part 2

Opposite the fireplace in the colonial kitchen stood a dresser, or sideboard, holding the small supply of pewter which most families owned—a plate or two, a platter, a pitcher, jars, and mugs. Next to that, perhaps, was a cupboard containing the dishes for everyday use—wooden ones. The plates were about ten inches across, and each was made from a knot of wood, hollowed out in the centre. Knots from maples were considered the best.

The colonists used knives and spoons; not a single fork was used, even in England, at this time. Spoons were necessary because so much of the food consisted of soups, stews, or boiled cereals, like oatmeal. A spoon might be made of horn, wood, pewter, or silver. Almost every family possessed at least one silver teaspoon.

Everyday cups were wooden, and, with no thought of germs, they were handed around for all to use. There was no glass or china. Not till the end of the eighteenth century did fine teacups arrive from China.

---

<b>pitcher</b>	<b>knot</b>	<b>fork</b>	<b>teaspoon</b>
<b>jars</b>	<b>maples</b>	<b>oatmeal</b>	<b>germs</b>
<b>cupboard</b>	<b>knives</b>	<b>spoon</b>	<b>teacups</b>

---

## Know Your Words

1. A **compound word** is formed by writing two or more words together to make a new word. Write four compound words from these little words, using one of them twice: **meal, tea, board, cups, spoon, oat, cup.**

2. **Maple** means one tree; **maples** means two or more trees. **Maple** is the **singular**, and **maples** is the **plural**.

Write these plural words: **germs, maples, jars, teacups.** Beside each plural write the singular by dropping the **s**.

3. Write the singular word **knife**. Now write its plural by changing the **fe** to **ve** and adding **s**.

4. Two words that sound alike but are not spelled alike are **homonyms**. Write these sentences, using the right homonym in each:

a. A sailor can tie almost any kind of (**not, knot**).

b. The brook is (**not, knot**) frozen now.

5. Write the word that rhymes with: **terms, stars, staples, hives, stork, moon, plot.**

6. Alphabetize the words beginning with **k**, looking at the third letter of each. Draw a line through each **k** to show that it is silent.

7. Alphabetize the words beginning with **tea**. The fourth letter tells you which comes first.

8. Write the word that ends with **er**.

9. Write these words, filling in the missing hard spots: **for—, —not, j—rs, o—tmeal, ma—s, pi—er, sp—n, —ni—s, cu—b—rd, t—cups, t—sp—n, —rms.**





## Sharks

Although there are many kinds of sharks in the northern and southern oceans, few of them are dangerous.

The small sharks live at the bottom of the ocean. One of them, the tiger shark, is a beauty, with his yellow and brown markings. The natives of the West Indies seem to be in agreement on the fact that he is a man-eater.

The big sharks live near the surface of the ocean and quietly eat the assortment of tiny fish on top. First they dip under the water, and then they roll out to get the sun on their backs. One of the biggest is the whale shark, which attains a length of more than thirty feet. If attacked, he is certainly dangerous. Another extremely dangerous kind is the white shark, as it really hunts and eats people.

A queer-looking shark is the hammerhead, which also belongs to the man-eating group. His head is shaped like a hammer, each end of which contains an eye. He has great speed of movement, rising and falling and turning at unexpected moments.

---

shark	quietly	length	extremely
beauty	assortment	thirty	contains
agreement	dip	certainly	unexpected

---

## Know Your Words

1. A syllable written at the beginning of a word to change its meaning is a **prefix**. Write the word with the prefix **un** and the suffix **ed**. How does **un** change the meaning of **expected**?

2. Add the suffix **ment** to **assort** and **agree**. Add the suffix **ly** to **extreme**, **quiet**, and **certain**.

3. Write the word for the number **30**.

4. Words that have a vowel before the consonant **r** are often mis-spelled. Write the new words with **ar**, **er**, **ir**, and **or** in them. In which two words do these letters have the same sound?

5. Write the word that begins with **con**.

6. Write the words with **ex** in them.

7. Write the words that rhyme with: **dark**, **rip**, **strength**, **remains**, **dirty**, **unaffected**, **deportment**.

8. Write the synonyms for **holds** and **surely**.

9. Make three columns, putting the new words of one syllable in the first, those of two syllables in the second, those of three syllables in the third. Divide into syllables the words of two or three syllables and show each accent. Check with your dictionary.

10. Write **beauty**. Say it to yourself. Beside the word write the long or short vowel sound of **eau**. Check this sound with your dictionary.

11. Write these words, filling in the missing hard spots: **cont—ns**, **c—rt—nly**, **th—rty**, **len—**, **b—ty**, **a—tment**, **extrem—**, **a—r—ment**, **qu—tly**, **une—pe—ted**, **sh—rk**, **d—p**.



## The Art of the Goldsmith

A man who works with gold—turning it into cups, bowls, vases, jewellery, and so forth—is known as a “goldsmith”. The art of the goldsmith is a very ancient one. It is unknown when gold was first used. Perhaps some early miner, having dug gold from a pit, discovered that he had a metal which was easy to work with. No equipment except a stone hammer was necessary to shape a lump of gold into a pleasing object.

Crowns, chains, bracelets, and other pieces of gold jewellery were found in the tomb of five Egyptian princesses who lived more than two thousand years before the birth of Christ. The goldsmiths of the early Greeks produced beautiful pins, beads, earrings, and crowns made in a style which we now call “classic”. The Romans added pearls and other stones to their gold jewellery. Some Roman women covered themselves with gold ornaments worth a fortune.

In the sixteenth century the art of the goldsmith reached its height in Benvenuto Cellini. With his delicate instruments Cellini fashioned in gold the finest pieces ever made. His cups, vases, bowls, and salt cellars have never been equalled.

---

goldsmith	pit	hammer	style
unknown	metal	object	fortune
miner	equipment	Christ	instruments

---

## Know Your Words



EGYPTIAN



ROMAN



1. Write the compound word beginning with **gold**.
2. Write the name that always begins with a capital.
3. Write the word that begins with the prefix **un**.  
Say it to yourself. Cross out silent **k**.

4. Write **equip** and add the suffix **ment**. Write the word ending with **ments**. Then write its singular.

5. Write the two words ending with silent **e**. Cross out each silent **e**. Beside **style** write the vowel sound of **y**. If you are not sure, look in your dictionary.

6. Write the three words of one syllable. Write **fortune** and **object** in syllables, showing the accents. In the sentence, "I object to that statement", **object** is pronounced **ob ject**'. Write it this way, too.

7. Write these words and mark the long or short vowel called for in each word:

- |                               |   |
|-------------------------------|---|
| a. <b>a</b> in <b>hammer</b>  | c. <b>i</b> in <b>pit</b> and <b>miner</b>        |
| b. <b>e</b> in <b>metal</b>   | d. <b>o</b> in <b>goldsmith</b> and <b>object</b> |
| e. <b>u</b> in <b>unknown</b> |   |

8. Write the words that rhyme with: **stammer**, **petal**, **bit**, **liner**, **shipment**, **grown**.

9. Write these words, filling in the missing hard spots: **equi-ment**, **ha-er**, **instr-ments**, **me---**, **st-le**, **go-smith**, **ob---**, **p-t**, **C-rist**, **f-rtun-**, **min-r**, **un-no-n**.



## Modern Newspapers

Speed, speed, speed! This is the keynote of the modern newspaper.

Every hour reporters rush out to get the facts, then rush back to the office to write their assignments. They have much to do in the time, for they must be altogether correct in every statement they make, and they must have a clear outline in mind so that those who read may understand. If there is any fact they do not know they must look it up in the file-index system of reference.

Speed also counts in the other departments of a newspaper. The advertising department must get its advertisements in quickly. The printing department must get its type set and put on those huge presses which not only print but also cut, fold and count the newspapers as they come out.

Then when the papers are ready, trucks, trains and airplanes speed them to the hands of the waiting public. Even the boy who peddles newspapers on the street has to hurry to get them sold before the next edition is out.

---

<b>modern</b>	<b>statement</b>	<b>index</b>	<b>fold</b>
<b>assignments</b>	<b>outline</b>	<b>department</b>	<b>newspapers</b>
<b>altogether</b>	<b>file</b>	<b>advertise- ments</b>	<b>peddles</b>

---

## Know Your Words

1. Write in syllables the word of four syllables that begins with **ad**. Show the accent mark, making it point toward the syllable which is said the loudest. Check with your dictionary. You may divide a word between any two syllables at the end of a line, being sure to use a hyphen, like this: **ad-**, **adver-**, or **advertise-**. Remember to put the rest of the word on the next line.

2. Write two compound words, using these four words: **papers**, **out**, **news**, and **line**.

3. Write the four words with the suffix **ment**.

4. Write the word with **ar** in it and the four words with **er**. Say them to yourself, listening to the sounds of **ar** and **er**.

5. Write the words beginning with **de** and **in**.

6. Write the two words ending with silent **e**. Cross out the **e**.

7. Alphabetize the five words beginning with **a** and **f**.

8. Write the **antonym**, or opposite, of **ancient**.

9. Write the words that rhyme with **pile**, **sold**, and **meddles**.

10. Write these words and mark the long or short vowels called for: **a** in **statement**, the first **e** in **peddles**, **i** in **index** and **outline**, **o** in **fold** and **modern**.

11. Write these words, filling in the missing hard spots: **dep—rtment**, **n—spa—ers**, **adverti—ment**, **ind—**, **a—i—ments**, **stat—ment**, **fi—**, **fo—d**, **mo—n**, **pe—s**, **a—tog—ther**, **o—tli—**.





## What Henry Knew About Cars

The year was 1907—back in the days before any road had a cement pavement. The place was a farmhouse on a dirt road in Ontario. It was July, and Henry Crosby sat on the kitchen steps cutting up bits of beef for bait. A large automobile, shiny with new varnish, came down the hill and stopped with a tired puff almost at the Crosbys' gate.

Henry dashed for the road. This was the first automobile he had ever seen! He watched the lady get out and crank the car without success.

"Won't she go?" he asked. The lady gave him a smile and shook her head.

Then Henry looked boldly at the tires, the brake, and the crank. "Got enough grease?" he asked. She nodded.

"Ho!" exclaimed Henry. "Just wait till I pop into the house, ma'am." He ran in and came out again with a small booklet in his hand.

"I'm out of gasoline," she said sadly.

"Oh, no, you're not," said Henry. "You have an extra gallon in your little storage tank. The booklet says so. It was sent to Dad, and I've been reading it!"

---

**cement**  
**pavement**  
**beef**

**bait**  
**varnish**  
**crank**

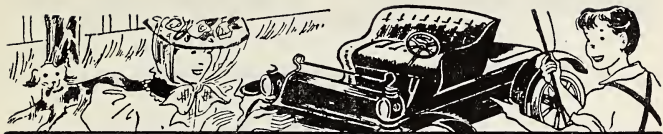
**brake**  
**grease**  
**ho**

**pop**  
**ma'am**  
**booklet**

---



## Know Your Words



1. Write **brake** and **pavement** and mark the long vowel in each. Cross out the silent **e** in **brake**. Check with your dictionary.

2. Write **grease**, **beef**, and **bait**. Beside each write the vowel sound. You will see that two of these words have the same vowel sound, and the other has the same vowel sound as **brake**. Check with your dictionary.

3. Write the words that end with **ment**.

4. Write the contraction for **madam**, remembering the apostrophe.

5. Write the words that rhyme with: **drank**, **crease**, **top**, **wait**, **reef**, **prevent**, **go**, **lake**, **garnish**, **brooklet**.

6. Write the word that is used as an exclamation.

7. Write these sentences, using a new word in each blank:

- Worms are good\_\_\_for fishing.
- The cork came out of the bottle with a\_\_\_.
- The meat of the cow is called\_\_\_.
- The\_\_\_had a paper cover.

8. Alphabetize all your new words.

9. Write these words, filling in the missing hard spots: **brak-**, **bookl-t**, **b--f**, **gr---**, **h-**, **ma--m**, **p-p**, **v--nish**, **---ent**, **-ran-**, **pav-ment**, **ba--**.



## Farm Chores

It was Saturday morning in the spring. Mother and Father had driven off in the truck early to do the week's marketing and to buy the chicken feed. Betty was left at home to do the chores indoors while her brother Ben harrowed the south field. As she glanced out of the window and saw Ben harness the grays by the barn door, she wished she were a boy. Then Ben came up to the house and told her that a disk was broken on the harrow and he would have to change it. If her work was finished when he was ready, she might ride on Bess!

Betty did her chores like lightning. First she had to wipe and put away the breakfast dishes. Then she had to mop the kitchen floor. In the living-room she had to sweep the floor with a broom and rub wax over it and dust the furniture with a clean rag. Last of all, there was the cabbage to be sliced for dinner, the onions to be chopped, and the vinegar and sugar to be measured. All was ready for Mother to cook. Then Ben whistled, and, taking a sweater to wrap around herself, Betty ran out into the sunshine.

---

<b>chores</b>	<b>mop</b>	<b>rub</b>	<b>cabbage</b>
<b>harness</b>	<b>sweep</b>	<b>dust</b>	<b>vinegar</b>
<b>wipe</b>	<b>broom</b>	<b>rag</b>	<b>wrap</b>

---

## Know Your Words

1. **Rap** and **wrap** are homonyms. Write these sentences, starting each with one of the homonyms. A sentence always begins with a capital.

a. — means a quick, light blow.

b. — means an outer covering.

2. Write these words and cross out silent **e** in two of them: **mop, wipe, wrap, dust, rub, chores, rag**. Mark all the other vowels either long or short.

3. Write **wrap** and cross out the silent letter.

4. Write the words that rhyme with: **sleep, scores, rust, bag, pop, ripe, tub, cap, room**.

5. Write the word that means:

a. leather fittings for a horse

b. a sour liquid made from apples

c. a vegetable with leaves folded into a head

6. Write the two words with **ar** in them and the word with **or** in it. Say these words to yourself. You will notice that **ar** sounds different in the two words.

7. Write the three words that have double letters in them.

8. The letter **g** is hard in **go** and soft in **gentle**. Write **rag, cabbage, and vinegar**, and after each write whether the **g** is hard or soft.

9. Double the final consonant in **mop, rub, and wrap** and add **ing**. Drop the **e** in **wipe** and add **ing**.

10. Write these words, filling in the missing hard spots: **cabb-ge, sw--p, d-st, ra-, r-b, wip-, -rap, m-p, vin-gar, ch---s, h-rn---, br--m**.



## The Camp at Little River

Every summer the Welfare Association of Little River sent invitations to children living in the densely settled sections of a large city near by, to spend two months in the country. There they would have fresh air, good food to eat, country milk to drink and a sandy beach to play on.

One June the two main camp buildings burned down. Since there were no vacant houses in town, new camp buildings must be put up and the grounds beautified before the city children arrived. The association called upon the schoolboys for help.

The Welfare Association was run by a bachelor, who was the giver of most of its funds. Perhaps his objectives were not only to get new buildings but also to get the whole town interested in the welfare of the children and to raise more money.

At any rate, not only all the boys, but their fathers and uncles as well turned out to help. Everyone who knew how to use a hammer or a spade arrived at the camp grounds. In two weeks a wonderful improvement had taken place, and the town talked of nothing but opening its camp on time. Little River had suddenly found the Welfare Association important to its community life.

---

invitations	camp	bachelor	welfare
densely	vacant	giver	spade
sandy	association	objectives	improvement

---

## Know Your Words

1. Write **Welfare Association** with two capitals. The name of an organization is usually written with capitals. Find these two words with small letters in the story.

2. Write **bachelor's objectives**. The **'s** shows possession—that is, it tells whose objectives we are talking about.

3. Write the new words with the suffixes **tion**, **ly**, **ment**, and **tive**. Two of these words are plural. Be sure to end them with **s**.

4. Write the words that rhyme with **shade**, **river**, **candy**, and **lamp**.

5. Write the words ending with **er** and **or**. Say the words to yourself to see whether the endings sound alike or different. Check with your dictionary.

6. Alphabetize **invited**, **inviting**, and **invitations**, looking at the sixth letter in each.

7. Write two words ending with **y**, two with **nt**, and two with silent **e**. Mark the first vowel in each.

8. Write **vacant**, **camp**, and **objectives** and after each tell whether the **c** is hard or soft. Check with your dictionary.

9. Write in syllables the word having five syllables. Check this word with your dictionary.

10. Write these words, filling in the missing hard spots: **-a-p**, **as-o---****tion**, **we-f---**, **bach-lor**, **vac-nt**, **ob-e-tives**, **spad-**, **improv-ment**, **san-y**, **giv-r**, **inv-tations**, **den-ly**.



## The Empire Day Parade

Old Mrs. Jamieson had not seen an Empire Day parade for years. When Art White offered to drive her into town, she was delighted. Although she expected to sit in the car all the time, she thought it necessary to wear her best dress. Art was polite and chatted on the way. As a member of the fire brigade, he was to be in the Parade; so as soon as they reached town, he parked the car and departed.

At last Mrs. Jamieson saw the band marching toward her. Then came the fire brigade on their bright red trucks and the four town policemen, whose important job was to enforce the law. Next marched the soldiers, who had fought bravely in the wars. In an open car sat the oldest soldier, surrounded by flowers. Mrs. Jamieson couldn't control her tears. Later, flowers would be placed on the war memorial in memory of the soldiers who had died in the war.

But first the parade drew up at the square for the flag salute and the mayor's speech. Mrs. Jamieson left the car and joined the crowd. She was so pleased with the mayor that she later exclaimed to Art, "Next Election Day I'm coming to town to vote for that young man!"

---

**offered**  
**although**  
**necessary**

**polite**  
**member**  
**enforce**

**bravely**  
**surrounded**  
**control**

**memory**  
**salute**  
**vote**

---



# Know Your Words



1. Write the words beginning with **sur**, **con**, and **en**.
2. Write the five words ending with **ed**, **ly**, and **ry**.
3. Add **ly** to **polite** and **d** to **vote** and **enforce**.
4. Alphabetize the words beginning with **s** and **m**.  
You will need to look as far as the fourth letter.
5. Add **'s** to **member** to show possession. Write **member's** in this sentence: Each — money is paid.
6. Write the words having **ff**, **rr**, and **ss** in them.
7. Write synonyms for **fearlessly**, **though**, **court-  
eous**, and **remembrance**.
8. Write the six words with **ar**, **er**, **or**, and **ur** in them. Say them to yourself. These vowels coming before **r** are sometimes hard to remember.
9. Write the three words with **c** in them and after each tell whether the **c** is hard or soft.
10. Write the four words ending with silent **e**.
11. Write **although** and after it write the vowel sound of **ough**. Write the four-letter word having this same sound.
12. Write these words, filling in the missing hard spots: **poli—**, **contr—**, **su—nded**, **s-lute**, **offer-d**, **v-t-**, **mem-ry**, **a-thou—**, **ne-e—ary**, **me-ber**, **brav-ly**, **-nfor-e**.





## Terms in Arithmetic

A knowledge of how to spell and to use the arithmetic terms is a help in doing problems. Practise writing these words.

Do you know how to spell the common abbreviations used in arithmetic, such as "sq. mi.," "hr.," and "min."?

Can you write the words for all the numbers from one to one hundred? When you get into the twenties, be sure to start using a hyphen. All the two-word numbers from twenty-one to ninety-nine have a hyphen.

In multiplication, we multiply a number by its multiplier. If we wish to multiply eighty by eleven, then eleven is the multiplier. Do you know that you can multiply any number by ten simply by putting a zero at the end of it? If we wish to take ten per cent of a number, we put a decimal point between the last two figures.

In subtraction, the number taken away from another is the subtrahend. If we are subtracting eighty from ninety, eighty is the subtrahend. Do you understand the use of the term, "borrow one", in subtraction?

Can you write the terms that are used in addition and division?

---

<b>min.</b>	<b>multiplication</b>	<b>eleven</b>	<b>subtrahend</b>
<b>twenties</b>	<b>multiply</b>	<b>zero</b>	<b>subtracting</b>
<b>twenty-one</b>	<b>eighty</b>	<b>per cent</b>	<b>borrow</b>

---

## Know Your Words

1. Write **multiply**, **twenty**, and **eighty**. Change each **y** to **i** and add **es**. In most cases **y** is changed to **i** before a suffix, if a consonant comes before the **y**.

2. Write the words for **0**, **11**, **21**, **80**.

3. Write the abbreviation for **minute**, remembering the period at the end.

4. Add **ing** to **subtract** and **borrow**.

5. Write these words and mark the vowels called for: **o** in **zero**, **i** in **min.**, the second **e** in **per cent**.

6. Write the two words this sign stands for: **%**.

7. Write the word with a hyphen in it. What numbers need a hyphen? Write the word for **39**.

8. Write the antonym of **lend**.

9. Write the words that rhyme with **seven**, **weighty** and **sorrow**.

10. Write the word that ends with **tion**.

11. Write **eighty**. Beside **eighty** write its first vowel sound. Write **multiplication** and mark the vowel with the same sound. Check in your dictionary.

12. Write in syllables **borrow** and **subtrahend**. Put the accent mark in **borrow**. Check each word with your dictionary.

13. Alphabetize the nine words beginning with **m**, **t**, **e**, and **s**. You will need to look as far as the eighth letter.

14. Write these words, filling in the missing hard spots: **z-r-**, **per -ent**, **b---ow**, **el-ven**, **mult-ply**, **-ghly**, **t---t---s**, **t---ty-one**, **subtra---ing**, **subtra---nd**, **mult-pl-cation**.



## Entertainment, Then and Now

From early times man has enjoyed some sort of entertainment after his day's work. Probably the earliest form was listening to a story-teller around a campfire after a feast.

We know that six hundred years before Christ, the Greeks had theatres in the open air where, following religious worship, plays were given. The Romans gave elaborate circuses for the amusement of the people. The nobles of the Middle Ages were entertained by wandering minstrels and often by a tournament or a pageant.

Boys and girls of today may enjoy the circus, with animals trained to do stunts, a tall man, a dwarf, a fat lady, a very polite clown, and a clown full of mischief! People may attend the opera, in which each player is colourfully dressed and the chorus sings in wonderful costumes.

The inventions of science have brought within the reach of everyone two great forms of entertainment—the motion picture and the radio. Now nearly everyone can hear the music of a great orchestra in his own home. Man continues to provide himself with new forms of entertainment.

---

<b>entertainment</b>	<b>nobles</b>	<b>dwarf</b>	<b>chorus</b>
<b>worship</b>	<b>pageant</b>	<b>opera</b>	<b>science</b>
<b>amusement</b>	<b>stunts</b>	<b>player</b>	<b>orchestra</b>

---

# Know Your Words



1. Write the new words having these words in them: **ship, entertain, amuse, and layer.**

2. Write the two words with **ch** in them. After each word write the one letter which **ch** sounds like, and check with your dictionary.

3. Add **s** to form the plural of: **dwarf, opera, noble, science, stunt, orchestra, pageant, player, amusement, entertainment.**

4. Add **es** to form the plural of **chorus.**

5. Add **ed** and **ing** to **worship.**

6. Write the words with the suffixes **ment** and **er.**

7. Write **pageant** and say it to yourself. After the word tell whether the **g** is hard or soft. Soft **g** sounds like **j**. Check with your dictionary.

8. Write one word with **ar** in it, three words with **er**, and three words with **or**. Does **or** sound alike in all three words?

9. Write **science, nobles, and stunts** and mark these long or short vowels: **i** in **science**, **o** in **nobles**, and **u** in **stunts**.

10. Write these words, filling in the missing hard spots: **w-rship, op---, nob---s, amus-ment, s---nce, or---est---, entert----ent, pla-er, ---or-s, pa---nt, dw-rf, st-nts.**



## Early Shipping

Anyone looking today at the rocky shores of Nova Scotia can understand why, two hundred years ago, the men of nearly every settlement along the coast turned to the sea for their living, instead of to the soil—and can pardon them for it. The great variety of fish in the sea helped to make the fishing industry a simple and natural development.

By about 1750 commerce with England and the West Indies had gone forward by leaps and bounds. A whaling voyage alone would sharpen the wits of any sailor, and visits to foreign lands provided excitement for a long time.

The sailing ships, made just the right width and length for the greatest speed, had plenty of space to carry fish, flour, and other articles to England and to bring manufactured goods home. Fish went to the West Indies, also, and the ships returned with sugar and with molasses for making rum. Later ships began carrying passengers from seaport to seaport along the coast and helped to bring Nova Scotia into touch with the New England colonies.

---

<b>settlement</b>	<b>commerce</b>	<b>excitement</b>	<b>space</b>
<b>pardon</b>	<b>forward</b>	<b>width</b>	<b>rum</b>
<b>simple</b>	<b>sharpen</b>	<b>speed</b>	<b>seaport</b>

---

# Know Your Words



1. Write the new word that means:

- |                     |                            |
|---------------------|----------------------------|
| a. rate of movement | c. to excuse or forgive    |
| b. a kind of drink  | d. trade between countries |

2. Write the word that begins with **ex**.

3. Write the word that ends with **th**.

4. Alphabetize the six words beginning with **s**.

5. Write the compound word with **port** in it.

6. Make new words by adding the suffix **ment** to **excite** and **settle** and the suffix **en** to **sharp**.

7. Write the words with **ee**, **mm**, and **tt** in them.

8. Write the three words ending with silent **e**.

9. Write **rum**, **width**, and **space** and mark the long or short vowel in each.

10. Write three words with **ar** in them, two with **or**, and one with **er**.

11. Write in syllables the six words of two syllables and put the accent mark in each. Check the division of each word with your dictionary.

12. Write these words, filling in the missing hard spots: **sp—d**, **simp—**, **spa—e**, **sett—ment**, **co—er—e**, **ru—**, **fo—ward**, **wi—th**, **e—it—ment**, **pard—n**, **s—p—t**, **—pen**.





## A Letter from the City

Dear Bob:

May 20

I was glad to get your letter written on the seventeenth. You talked of coming to the city some day to make your fortune. Why not come now? I can get you a job during the day if you want to work in the cafeteria with me. The hardest thing about it is to be civil to customers when they are difficult.

At night I do more interesting things. Right now I am working in a music shop and learning a good deal about radios. I repaired one recently and put in the aerial by myself! I am learning how to tune pianos and how to put varnish on violins so that it will harden properly. I am also teaching English to one of the men in the shop. Imagine my explaining the difference between a verb and a noun!

How is your mother? Is she still weaving those beautiful materials? I never see anything as fine in the shops here. Do you still have your pet crow, and does he steal nails, shiny tacks, etc., as he used to?

Sincerely,

Jim

---

**seventeenth**  
**some day**  
**cafeteria**

**civil**  
**aerial**  
**harden**

**verb**  
**weaving**  
**crow**

**steal**  
**tacks**  
**etc.**

---



## Know Your Words

1. Alphabetize the words beginning with **s** and **c**.
2. Alphabetize these words: **some day, somewhere, someone, sometimes, somehow, somebody, something, somewhat**. Look as far as the sixth letter.
3. Add **en** to **hard**. Drop **e** in **weave** and add **ing**.
4. Write these sentences, using the homonyms **steal** and **steel** in the spaces:
  - a. The making of — is an important industry.
  - b. I watched a little mouse — the piece of cheese.
5. Write the antonyms of **rude** and **soften**.
6. Write **etc.**, the abbreviation for **et cetera** (**and so forth**), using a period at the end.
7. Write the new word that means:
  - a. 17th
  - e. making thread into cloth
  - b. small nails
  - f. a wire used with a radio
  - c. and so forth
  - g. at some time in the future
  - d. to become hard
  - h. a word that shows action or being
  - i. a large black bird that most farmers dislike
  - j. a restaurant where a person waits on himself
  - k. polite, or having to do with citizens
8. Write the words that have these little words in them: **day, hard, and seven**.
9. Write the two words in which **ea** sounds like **ē**. Write the word in which **ee** sounds like **ē**.
10. Write these words, filling in the missing hard spots: **st—l, cr—, civ—, e—., we—ving, h—den, sevent—nth, caf—t—a, —r—l, v—rb, som— day, ta—s**.



## Responsible Government

The year 1837 is very important in the story of the growth of responsible government in Canada.

In that year there were organized rebellions in both Upper and Lower Canada, where the people of the two nations, English and French, had objections to the way in which they were governed. Some of them even insisted on their right to independence.

This led the British Parliament to inquire into the position in Canada. They sent out as Governor-General a very able man, Lord Durham. When he returned to England, he wrote a record of his study of Canada, known as the Durham Report, which really solved the Canadian problem and helped to bring happiness to the Canadian people.

He had two main suggestions to make. The first was that Canada should be given "responsible government", which meant that she should be given the liberty to handle her own affairs as she wished. The second was that the people of Canada should join in a union which would in time result in the forming of a great nation.

It is upon his declaration of this idea of responsible government that the British Empire is now governed.

---

<b>organized</b>	<b>governed</b>	<b>record</b>	<b>union</b>
<b>nations</b>	<b>independence</b>	<b>happiness</b>	<b>declaration</b>
<b>objections</b>	<b>Parliament</b>	<b>liberty</b>	<b>Empire</b>

---

## Know Your Words

1. Some words have different pronunciations for different meanings. Find the two pronunciations of **record** in your dictionary. Write these sentences, showing the correct pronunciation of **record** in each (**rec'ord**, **record'**):

a. The secretary will **record** the speech.

b. You will find a **record** of the speech in the file.

2. Change **y** to **i** in **happy** and add **ness**.

3. Find British Empire with capital letters in the story. Now write **empire** with a small letter. Can you tell when this word is written with a capital and when it is written with a small letter?

4. Add **ed** to **govern** and **d** to **organize** to mean **did govern** and **did organize**.

5. Write three words ending with **tion** or **tions**.

6. Write the words beginning with **de**, **in**, **Par**, **re**, **ob**.

7. Write the word that ends like **fence**. Notice that there are three **e**'s in it.

8. Write in syllables **union**, **liberty**, **nation**, **empire**, and **happiness**, putting the accent in each. Mark the first vowel in each word. Check with your dictionary.

9. Write these words, filling in the missing letters: **lib--ty**, **decl--ration**, **independ--nce**, **p--rl--ment**, **gove--ned**, **org--nized**, **--bjections**, **happ--ness**, **un--n**, **re--rd**, **na----**, **emp--**.

*To the Teacher: Here is another week's work given in detail. You will secure more successful results if you follow this plan weekly.*



## Confederation

The idea of the confederation of the provinces of British North America, suggested by Lord Durham, became a fact in 1867.

In 1864 delegates from Upper and Lower Canada, the Maritime Provinces and Newfoundland met at a convention in Quebec to discuss this question. After considerable talk and many amendments, they drew up a list of resolutions as a basis for Confederation. Then they returned to their various provinces and submitted them to their legislative bodies for approval. All the provinces except Prince Edward Island and Newfoundland finally agreed to accept the proposals.

In 1866 delegates went to London to discuss the details with the Colonial Office, and on July 1, 1867, the British North America Act came into effect.

The Act gave legislative and judicial power in Dominion matters to the Governor-General—whose appointment was still made by the Colonial Office—an appointed Senate and an elective House of Commons, all centred at Ottawa; while executive power over certain affairs was given to the provincial governments.

So by this Act, the citizens of Canada found their country united, and the Dominion of Canada, with

its own constitution and governing body, an established fact.

---

<b>confederation</b>	<b>legislative</b>	<b>appointment</b>	<b>citizens</b>
<b>convention</b>	<b>judicial</b>	<b>executive</b>	<b>united</b>
<b>amendments</b>	<b>power</b>	<b>provincial</b>	<b>constitution</b>

---

## Know Your Words

1. Write three words ending with **tion**, two with **tive**, two with **ment** or **ments**, and one with **al**.

2. Alphabetize the three words beginning with **con**. You will need to look at the fourth letter of each.

3. Write the words that rhyme with **tower**, **invited**, and **official**.

4. Write the words beginning with **pro** and **ex**.

5. Write **citizens** and **convention**. After each write **k** if the **c** is hard or **s** if the **c** is soft.

6. Write **united**. Now write another form of this word by dropping the **e** in **unite** and adding **ing**.

7. Write **British** and **United Nations**, using capitals. Now write **constitution** and **united** with small letters and find them this way in the story. When are these words written with capitals?

8. Write the three words that refer to the three main branches of our government.

9. Write these words in syllables: **power**, **citizens**, **amendments**, **appointment**, **provincial**.

10. Write these words, filling in the missing hard parts: **po—**, **cons—ution**, **cit—ns**, **conven—ion**, **a—endments**, **a—ntment**, **un—ed**, **ex—utive**, **leg—slative**, **confed—ration**, **judi—**, **pr—vinc—l**.

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Water \_\_\_\_\_ was used at first in mills.
2. The firemen in our town are attending a firemen's\_\_\_\_\_.
3. One \_\_\_\_\_ of Indian tribes was called the Six Nations.
4. His \_\_\_\_\_ at the bank is for two o'clock today.
5. He could work hard because he had a strong \_\_\_\_\_ .
6. Certain powers were given to the \_\_\_\_\_ governments.
7. All \_\_\_\_\_ who have the right to vote should do so.
8. Women were given the vote by one of the later \_\_\_\_\_ .
9. Many nations \_\_\_\_\_ to defeat a powerful enemy.
10. In our \_\_\_\_\_ branch we have the Senate and the House of Commons.
11. An \_\_\_\_\_ of the company signed the contract.
12. The \_\_\_\_\_ opinion was read in court.

2. Cross out the words you missed and write them correctly.

## Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 45.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

## Write Your Words Again

1. Take a piece of paper and write your new words as your teacher says them.

2. Write the words you missed last week. If you learned any other words, write them, too.

3. Write the words you missed today in your Word Book. Spell them correctly.

*Note to the teacher: This is the time to give your pupils the half-year review test. Choose twenty-five words and give them to your pupils in completion sentences. Pupils should write the words missed in this test in their Word Books and review them, using the same procedures as used after the weekly tests.*





## Writing an Essay

Suppose you were asked to write an essay on a topic of your own choosing. What would you do? Here is a good plan to follow:

1. Commence by choosing a topic on which you think you can find material easily. Go to a library to find articles in current magazines on your topic. The librarian will show you how to use the *Reader's Guide*. Ask for texts and other books on your subject.

2. When you read a book or an article, write down the title and the name of the author. As you read, make some notes—that is, write down the main facts.

3. Make an outline from the facts you have gathered. Put together the facts that belong in one unit. Each important point deserves an important position in the outline.

4. Now you are ready to write your essay. Write each paragraph as you planned it in your outline. See that all the words are properly spelled. Look in a dictionary if you are not sure. Give your essay an oral reading before handing it in.

---

<b>essay</b>	<b>texts</b>	<b>main</b>	<b>paragraph</b>
<b>commence</b>	<b>article</b>	<b>unit</b>	<b>properly</b>
<b>current</b>	<b>author</b>	<b>position</b>	<b>dictionary</b>
		<b>oral</b>	

---

## Know Your Words

1. Write the words ending with **ly**, **tion**, **or**, **ent**, **ence**, and **ary**.

2. Write the words with **rr**, **ss**, and **mm** in them.

3. The words **main** and **mane** are homonyms. Write these sentences, using the right word in each:

a. — means leading or most important.

b. — means the hair on a horse's neck.

4. Write three words with **ar** in them, one with **er**, two with **or**, and one with **ur**. Say the words to yourself and mark the two words in which these letters sound just alike. Check with your dictionary.

5. Write the words ending with **al** and **le**. These letters are sometimes confused.

6. Add **'s** to **author** to show possession. Write **author's** in this sentence, putting a question mark at the end: What is the — name?

7. Write the plural of **dictionary** by changing **y** to **i** and adding **es**. What rule does this follow?

8. Write the word in which **ph** sounds like **f**.

9. Write these words and mark the vowels called for: **e** in **texts**, **u** in **unit**, **o** in **oral**, the first **a** in **paragraph**, the first **i** in **position**.

10. Write **main** and **essay**. Beside each word write the sound of **ai** or **ay**. Are these sounds alike?

11. Write these words, filling in the missing hard spots: **artic—**, **auth—r**, **cu—nt**, **co—en—e**, **m—n**, **po—tion**, **prop—**, **par—gra—**, **e—**, **dict—n—ry**, **un—t**, **—r—l**, **tex—s**.



## Our Boys' Club

The Boys' Club in our town is an organization which was planned and established by our fathers about twenty years ago for the purpose of encouraging hobbies and team play in sports. Membership in the club is open to boys from ten to sixteen years of age, but the club reserves the right to vote on each new member.

At the first meeting in September we immediately get to the business of electing new officers—a president, a secretary, and a treasurer, who collects our dues of two dollars a year. Small pieces of cardboard are passed around, and the voting takes place.

After the election, our new president usually asks if anyone wishes to amend our constitution. It is natural, of course, that a good many amendments are introduced; but after talking them over we vote most of them down, and the club goes on in much the same way as it always has.

At ten o'clock out come the cups and saucers and plates, and the boys enjoy hot chocolate and cookies. The meeting usually breaks up about ten-thirty.

---

organization	membership	electing	amend
planned	reserves	cardboard	natural
established	immediately	election	introduced
	saucers		

---

## Know Your Words



1. Write the compound word with **board** in it.
2. Write the words with the suffixes **ly**, **ing**, **ship**.
3. Alphabetize **elect**, **elects**, **elected**, **election**, and **electing**. When two words are alike except that one has extra letters at the end, the shorter word comes first.
4. Write the words with these shorter words in them: **mend**, **ship**, **plan**, **serves**, **sauce**, **stab**, **organ**.
5. Write the words containing **mm** and **nn**.
6. Write three words ending with **tion** and **al**.
7. Write the words beginning with **in**, **im**, and **re**.
8. Write **introduced**, **election**, **cardboard**, and **saucers**. After each write the sound of **c** (either **k** or **s**).
9. Write **nature** and mark the sound of **a**. Write a new word by dropping the silent **e** and adding **al**. Mark the first **a** in **natural**. Are these **a**'s alike?
10. Double the **n** in **plan** and add **ed**.
11. Add **d** to **introduce**; **ed** to **amend** and **establish**.
12. Write the new word that means:  
a. dishes used under cups    b. material used for boxes
13. Write these words, filling in the missing hard spots: **immediat**—, **int**—**du**—**ed**, **res**—**rves**, **me**—**bership**, **org**—**n**—**zation**, **ele**—**ion**, —**stablished**, **c**—**rdb**—**d**, **natur**—**l**, **s**—**ers**, **pla**—**ed**, **ele**—**ing**, **a**—**end**.



## Life on the Prairie

In 1810 Mary Baines and her family moved to the Prairies. Though she was only eleven years old at the time, an examination of her letters shows the difficulties of life in that first poor little home on the prairie.

She wrote: "I was up early this morning to churn butter. My fingers were blue with cold. The lid wouldn't stay on, and I was splashed with cream."

Another time she said: "Wolves broke into our chicken coop last night. Father shot at them, but not before they made off with some of our best poultry."

In the fall of 1811 she told of making a quilt. "If I have cut out one patch," she wrote, "I have cut out a thousand. We have managed to scrape together a little money, because Mother preaches thrift all day long."

Later Mary told us that her father caught two mink in his traps. She was happy because "one skin will make me a cap and the other will go on my blue coat." Her mother wove the material, and the blue dye came from Fort Garry.

---

<b>examination</b>	<b>lid</b>	<b>poultry</b>	<b>scrape</b>
<b>prairie</b>	<b>wolves</b>	<b>quilt</b>	<b>thrift</b>
<b>churn</b>	<b>coop</b>	<b>patch</b>	<b>mink</b>
	<b>dye</b>		

---

# Know Your Words



1. Write the plural of **wolf** by changing the **f** to **v** and adding **es**.

2. Write the word that means a cover for a bed. Remember that **q** is always followed by **u**. Alphabetize **quilt**, **quarter**, **question**, looking at the third letters.

3. Write the new word that means:

- a. colouring matter
- b. grassland without trees
- c. to beat cream in order to make butter
- d. an animal smaller than a wolf
- e. the opposite of **wastefulness**
- f. chickens, ducks, geese, etc.

4. Write the synonyms for **cover**, **pen**, and **test**.

5. Write **mink**, **lid**, **thrift**, **scrape**, and **patch** and mark the long or short vowel in each.

6. Drop the silent **e** in **scrape** and add **ing**.

7. Write these sentences, using **dye** and **die**:

- a. The fish will — if it is not kept in water.
- b. Are you planning to — that dress black?

8. Write the words that rhyme with: **burn**, **built**, **hid**, **drape**, **stoop**, **sink**, **drift**, **scratch**.

9. Write these words, filling in the missing hard spots:  
**pr—r—**, **pa—**, **p—ltry**, **—ilt**, **exam—nation**,  
**l—d**, **w—l—s**, **d—e**, **ch—rn**, **s—rap—**, **t—ift**, **min—**,  
**c—p**.





## Grandmother's Cook-Book

I was reading Grandmother's cook-book not long ago and was surprised at the rich food her family ate. It was not a printed book but a small copybook in which the recipes were written in a long, slanting hand. Cakes called for a dozen eggs and a pound of butter. Sauces were to be made "smooth with heavy cream". If a measure was given, it was "heaping tablespoons", a "good cup", or "dot with in. (inch) squares of butter".

The first part of the cook-book contained recipes for making pickles—sweet pickles, sour pickles, watermelon pickles, and spiced fruits. Grandmother had written a note on one recipe: "Not too much celery seed next time. H. R. (Grandfather) doesn't like it."

Then came the pies. The deep-dish cherry pie sounded delicious. She had recipes for cooking venison, quail, and rabbit with curry sauce. One whole page was devoted to "how to fry chicken in deep butter fat".

The most amusing little note she had written was on one of the cake recipes: "Use vanilla instead of almond flavouring. Almond is poison in H. R.'s stomach."

---

<b>smooth</b>	<b>in.</b>	<b>sour</b>	<b>cherry</b>
<b>measure</b>	<b>squares</b>	<b>watermelon</b>	<b>curry</b>
<b>tablespoons</b>	<b>pickles</b>	<b>celery</b>	<b>fry</b>
<b>vanilla</b>			

---



## Know Your Words

1. Write the antonyms of **sweet** and **rough**.
2. Write two compound words made up of these words: **spoons, melon, table, water**.
3. Write the abbreviation for **inch**, remembering to use a period.
4. Write the words with these smaller words in them: **pick, sure, our, ill**.
5. Change **y** to **i** in **fry, curry, cherry** and add **es**.
6. Add **ing** to **fry**. Do not change **y** to **i** before **ing**.
7. Write **measure** and beside it the sound of **ea**.
8. Divide **celery, tablespoons, and watermelon** into syllables. Show the accent in **celery**.
9. Write the new words that mean:
  - a. to cook in grease
  - c. a flavouring used in cake
  - b. a stringy vegetable
  - d. a fruit that grows on a tree
  - e. a spicy flavouring, or to comb a horse
  - f. figures or pieces with four equal sides
  - g. foods preserved with salt or vinegar
10. Write the five words with **oo, ll, and rr** in them.
11. Write the words that rhyme with: **flour, why, hurry, merry, cares, tickles, treasure**.
12. Write **Grandmother's cook-book**, using **'s** to show possession. When words are used as names of people, they are capitalized, or they begin with capitals.
13. Write these words, filling in the missing hard spots: **m—sure, sq—r—s, s—r, sm—th, pi—s, ch—y, c—y, tab—sp—ns, waterme—n, ce—ry, fr—, v—ni—a**.



## Little Brother

My little brother Billy always got into trouble at Grandpa's farm. One day Grandma was burning trash in a safe place she had for bonfires. Billy ran with two pails of dirt and put out the fire!

Another day Grandpa and I went to the old well to draw water. I turned the handle, which turned the beam with a squeak like the noise of a rusty gate. A long rope, with a wooden bucket on a hook at the end of it, reached to the bottom of the well. As I turned the handle the rope wound around the beam, and the bucket came to the top. When Grandpa reached for the bucket, he saw corn-cobs floating in it! We decided to let the bucket down and haul it up again. More cobs! Then we saw Billy, just as he was starting to throw more corn-cobs into the well. "I'm helping you get rid of your cobs before they spoil," he said to Grandpa.

Later we went into the house, where Grandma had two buckets of fresh cider and plenty of cookies. Billy got just a small glass of cider, but that was because he was only a little boy. Little fellows like Billy make us laugh, but sometimes we think Billy should be tied up tight—with chains!

---

**bonfires**  
**pails**  
**rusty**

**hook**  
**wound**  
**haul**

**cobs**  
**spoil**  
**buckets**

**cider**  
**fellows**  
**tight**

**chains**

---

## Know Your Words

1. Write **wound** in each of these sentences, saying it to yourself each time you write it:

a. The dog's — is healing fast.

b. She — the thread on the spool.

**Wound** is pronounced differently when it means **an injury** and when it means **did wind**. Look up these two pronunciations in your dictionary.

2. Add **s** to form the plural of: **fellow, pail, bonfire, bucket, chain, and cob**.

3. Write the words with double letters in them.

4. Write **chains** and **pails** and after each write the sound of **ai**.

5. Write these words and mark the long and short vowels called for: **e** in **fellows**, **i** in **cider** and **tight**, **o** in **cobs** and **bonfires**, **u** in **rusty** and **buckets**.

6. Write **spoil** and **sour** and say them to yourself. The letters **oi** and **ou** often sound like this.

7. Write these sentences, using the homonyms, **pail** and **pale**, **haul** and **hall**, in them:

a. The sick girl looked —.

b. The man brought a — of water to the horse.

c. Oxen are used to — heavy loads.

d. We walked through the long —.

8. Alphabetize all of your new words.

9. Write these words, filling in the missing hard spots: **p—ls**, **f—ows**, **b—nfir—s**, **b—ets**, **ch—ns**, **ti—**, **sp—l**, **h—l**, **w—nd**, **h—k**, **—ider**, **c—bs**, **r—sty**.



## Jumping Buttons

"Buttons" was a small horse, rust brown in colour, lively and full of spirit. Once he was out of the stable, he would switch his tail and lay back his ears if anyone tried to hitch him to a post and leave him there. When his saddle and bridle were on, he was anxious for that first wild run.

One summer the owner of Buttons decided to train him for hunting, and this meant that he had to master all the difficulties of jumping. The owner's plan was to let me ride Buttons and thus to train us both. I think Buttons understood, because he teased me right from the start.

Early one morning we rode our horses out to the ring. Buttons tossed his head and tried to refuse the lowest jumps, but I rode with a determined hand. He was rapidly approaching a two-foot jump when, midway, he stopped dead. I was thrown neatly over his head and landed on my feet—still holding a strap.

Poor Buttons! Nothing, however, could prevent the lessons from continuing. I mounted and tried again. By fall Buttons had learned to jump.

---

<b>rust</b>	<b>saddle</b>	<b>understood</b>	<b>midway</b>
<b>switch</b>	<b>bridle</b>	<b>teased</b>	<b>thrown</b>
<b>hitch</b>	<b>difficulties</b>	<b>rapidly</b>	<b>strap</b>
	<b>prevent</b>		

---

# Know Your Words



1. Most words have two or more meanings. Write the word that means:

- a. to transfer, or to turn from one track to another
- b. part of a horse's harness, or used to control
- c. a narrow strip of leather, or to beat
- d. fasten or tether

2. Write a compound word, using the words **way** and **mid**.

3. Write the words containing **dd**, **ff**, and **oo**.

4. Use the rule about changing **y** to **i** before a suffix and write the plural.

5. Alphabetize the words beginning with **r**, **s**, and **t**.

6. Make new words by adding **n** to **throw**, **d** to **tease**, and **ly** to **rapid**.

7. Write the word that rhymes with: **grown**, **scrap**, **pleased**, **must**, **cement**, **straddle**. Write the two words that rhyme with each other.

8. Write the words with these smaller words in them: **idle**, **way**, **hit**, **rap**, **stood**, and **sad**.

9. Write the words beginning with **pre** and **under**.

10. Write these words, filling in the missing hard spots: **sa—**, **swi—**, **st—p**, **underst—d**, **rap—dly**, **thro—**, **hi—**, **p—vent**, **r—st**, **di—cult—s**, **t—s—d**, **m—dwa—**, **brid—**.



## Who Was "Major C" ?

"Major C" is my favourite mystery. I picked him up in a tiny, dark shop in New Orleans, and now he hangs on the wall above my desk. I have no idea who he is, for he is only a small miniature, painted in colours that are still bright. Across the back is written "Major C, Drum Corps".

"Major C" was young when this miniature was painted, and there is a frank, boyish smile on his handsome face. In his hand is a long sword with a gold hilt. How clean and shining the blade is!

That is all I know about him—or is it? His blue uniform suggests the side to which he made his pledge in the war between the States. I know his rank. He must have been a success as a major, because he was the holder of a military decoration, which is painted on his breast. He is so real to me that I can almost see him give the signal to his drummer boy to begin the rat-tat-tat of his drum.

I wish I knew how to find his family so that I could return him to his rightful heirs. He'd be worth a lot to them—but how I'd miss "Major C".

---

<b>miniature</b>	<b>pledge</b>	<b>major</b>	<b>decoration</b>
<b>smile</b>	<b>rank</b>	<b>holder</b>	<b>signal</b>
<b>blade</b>	<b>success</b>	<b>military</b>	<b>drum</b>
	<b>worth</b>		

---

## Know Your Words

1. Write the words ending with **ary**, **tion**, **ture**, **al**, **er**, and **or**.

2. Write the word beginning with **de**.

3. Write the word that rhymes with: **folder**, **drank**, **sledge**, **made**, **while**, **possess**, **sum**.

4. Write the word with both **cc** and **ss** in it. Mark the sound of **e**.

5. Drop silent **e** in **pledge** and **smile** and add **ing**.

6. Alphabetize the words beginning with **s**, **m**, **w**, **d**.

7. Write the six words of one syllable.

Write **miniature** and **military** and divide each into four syllables. Check with your dictionary.

Write in syllables **signal**, **success**, and **holder** and put the accent in each.

8. Write the words that may mean either:

a. an army officer, or a kind of key in music

b. a leaf of grass, or the cutting part of a sword

9. Write these words and mark the vowel sounds called for: **a** in **rank** and **blade**, **e** in **pledge**, **i** in **smile** and **signal**, **o** in **holder**, **u** in **drum**.

10. Write **major's sword**, using **'s** to show possession. Now write **Major Brown**, using a capital for **Major** because it is part of a name.

11. Write the three words with **or** in them.

12. Write these words, filling in the missing hard spots: **mil-tary**, **d—m**, **su—ess**, **pl—e**, **w—th**, **ran—**, **dec—ration**, **smi—**, **ma—r**, **hol—er**, **min—ture**, **sign—**, **bla—**.





## Clean-up Time

The Community Welfare League announced in the local paper that important visitors were going to choose a model town from among the various communities in the district.

Naturally, went on the article, Broadriver wanted to be selected. As far as the natural setting of the town went, no other town could equal its position on both banks of the river. However, the town should be cleaner! The regular force of men was unable to handle the situation without help. The league suggested that boys and girls assist in clearing away rubbish and trash. If such bundles were tied with twine and placed by the nearest street or alley, trucks would pick them up.

The article appealed to the civic pride of the adults as well as to the young people. It urged the men to paint their houses, screen doors, and porches, and it asked the women to work on the lawns and flower gardens.

The campaign waged by the Community Welfare League was a success. In six weeks Broadriver was cleaned and beautified and was actually chosen as the model town.

---

**visitors  
communities  
setting**

**cleaner  
unable  
league  
beautified**

**rubbish  
trash  
twine**

**alley  
civic  
screen**

---

# Know Your Words



1. Write the word with the prefix **un**. How does **un** change the meaning of **able**?

2. Change **y** to **i** in **community** and add **es**. Change **y** to **i** in **beautify** and add **ed**.

3. Double the **t** in **set** and add **ing**.

4. Write the five words with double letters in them.

5. Write the words containing these smaller words: **rash**, **visit**, **able**, **rub**, **wine**, **all**, **clean**.

6. Write two words in which **ea** sounds like **ē** and one word in which **ee** sounds like **ē**. Write a word in which **eau** sounds like **ū**.

7. Add **er** to **clean** and **or** to **visit**. Do **er** and **or** sound alike or different? Check with your dictionary.

8. Write the word that could be spelled backwards.

9. Alphabetize the words beginning with **s**, **c**, and **t**.

10. Write the word that rhymes with: **crash**, **valley**, **meaner**, **letting**, **shine**, **seen**, **table**.

11. Write **civic** and tell if each **c** is hard or soft.

12. Write **league**. Beside it write whether the **g** is hard or soft. Soft **g** sounds like **j**.

13. Write these words, filling in the missing hard spots: **se—ing**, **scr—n**, **vis—tors**, **b—t—f—d**, **ru—ish**, **a—y**, **twin—**, **—nab—**, **tra—h**, **cl—ner**, **—iv—c**, **co—un—t—s**, **leag—**.



## At a South African Port

Leaning against the rail of the freight ship, Linda looked down at the dock. She was the only idle human being in view. Her father paced the deck and gave orders in his loud voice, while the sailors ran to and fro to obey their captain. Shipping interested Linda, and she accompanied her father on most of his trips.

Even at dawn the heat was intense. When the ship had arrived at this South African port three days before, the first task had been to remove the cargo. For forty-eight hours the tough job of unloading machinery had gone on night and day. Now the ship was loaded with the precious ore to be used in making jewellery, and the ship was to leave as soon as a small leak had been mended.

Soon Linda heard the engines beginning to pound. A banner of white steam floated across the rosy sky. At last all was ready. The freight ship moved slowly away from her dock. White sandy beaches grew smaller. Only the deep blue sky overhead and the blue water around her remained. The beat of the engines would be music in Linda's ears on the long voyage home.

---

**rail  
idle  
view**

**sailors  
shipping  
dawn  
remove**

**tough  
unloading  
ore  
leak**

**banner  
steam  
voyage**

---

## Know Your Words

1. Write these sentences, using the homonyms, **leak** and **leek**, **ore** and **oar**:

- a. The — is a vegetable.
- b. The — in the roof must be fixed.
- c. The men took — from the mine.
- d. The boy steered the boat with one —.

2. Double the final consonant in **ship** and add **ing**. Drop the silent **e** in **remove** and add **ing**.

3. Write the word in which **gh** sounds like **f**.

4. Write the words with the prefixes **un** and **re**.

5. Write these words and after each write the long or short vowel sound called for:

- |                                  |  |
|----------------------------------|--|
| a. <b>ou</b> in <b>tough</b>     | c. <b>ea</b> in <b>leak</b> and <b>steam</b>   |
| b. <b>iew</b> in <b>view</b>     | d. <b>ai</b> in <b>sailors</b> and <b>rail</b> |
| e. <b>oa</b> in <b>unloading</b> |  |

6. Write the synonyms for **journey** and **difficult**. Write the antonym for **busy**.

7. Write **banner** and **sailors**. Do the **er** and **or** sound alike or different? Check with your dictionary.

8. Write the word that rhymes with: **lawn**, **cream**, **pail**, **bridle**, **prove**, **rough**, **more**, **speak**, **manner**, **ripping**.

9. Write the one-syllable words with **w** in them.

10. Write **voyage** in syllables and show the accent.

11. Write these words, filling in the missing hard spots: **sail-rs**, **shi—ing**, **st—m**, **r—l**, **t—**, **l—**, **ba—r**, **remo—**, **o—**, **vo-age**, **v—**, **d—n**, **id—**, **unl—ding**.



## After the Crash

Jim and his co-pilot, Bob, crawled out of the ruined plane. Jim was not hurt and Bob had nothing worse than a sore thumb. The men found themselves in hilly, wooded country near the eastern coast of New Brunswick. It was dark and cold and windy, and the ground was covered with icy snow. By flashlight they followed a trail through the woods, sometimes stumbling over roots and stones.

Before long they came to a log cabin with a "For Rent" sign on the door. "Well, this is rented for the night," laughed Jim, trying the locked door. He found a ladder in the woodshed, and they climbed in by a window.

The cabin was damp inside, but Bob soon had a fire going and could remove his jacket. The sleeves were stiff with ice and the buttons seemed frozen. Bob searched the cupboard for food and found a box of crackers and some coffee. Jim filled a pan with snow. "When this melts," he said, "I'm going to make some coffee."

After a comfortable night the men hiked to a near-by town, where they reported the accident by telephone.

---

<b>thumb</b>	<b>windy</b>	<b>rented</b>	<b>sleeves</b>
<b>hilly</b>	<b>flashlight</b>	<b>ladder</b>	<b>buttons</b>
<b>eastern</b>	<b>icy</b>	<b>damp</b>	<b>melts</b>
	<b>roots</b>	<b>jacket</b>	

---

# Know Your Words



1. Add **y** to **hill** and **wind** to make two new words. Drop the silent **e** in **ice** and add **y**.
2. Write a compound word with **light** in it.
3. Add **s** to form the plural of: **root**, **button**, **sleeve**, **jacket**, **ladder**, **flashlight**, and **thumb**.
4. Write the antonym of: **freezes**, **dry**, **western**.
5. Write the word with silent **b**. Cross out silent **b**.
6. Add **ed** to **rent** to mean **did rent**.
7. Write the new word that means:
  - a. like ice    b. a short coat    c. toward the east
8. Write **Bob's jacket**, using **'s** to show possession.
9. Add **ern** to **east**, **west**, **north**, and **south**.
10. Alphabetize **flashlight**, **flash**, **flashes**, **flashed**, and **flashing**. Look as far as the sixth letter.
11. Write five words with double letters in them.
12. Write the word that rhymes with: **clamp**, **racket**, **chilly**, **belts**, **sadder**, **spicy**, **dumb**, **boots**, **invented**.
13. Write these words and mark a long or short **i** in each: **hilly**, **icy**, **windy**, **flashlight**.
14. Write these words, filling in the missing hard spots: **m-lts**, **wind-**, **ja-et**, **sl-ves**, **b-tt-ns**, **da-**, **flashli-**, **east-n**, **la-er**, **r-nted**, **i-**, **thum-**, **r-ts**, **hi-y**.





## Pyramids and Mummies

Once the Egyptian pyramids presented an interesting puzzle. It is now known that they were built as tombs to keep secure the mummies, or dead bodies, of kings. The pyramids, constructed of stone, probably by slave labour, are among the oldest existing buildings in the world. Older than any castles or forts or churches or temples, they date back nearly five thousand years.

Quite as interesting as the great tomb itself is the mummy which was hidden inside in a secret room. The Egyptians believed that physical life went on after death and that the body should, therefore, be preserved. They discovered a wonderful treatment, which took about ten weeks.

After the body was prepared, it was neatly wrapped in strips of linen cloth, which were like a bandage. The mummy was then arranged in a painted wooden case and placed in its tomb. Food, clothing, jewels, and toilet articles were buried with the bodies for their comfort.

Mummies of animals, as well as of people, can be seen in many a museum.

---

<b>puzzle</b>	<b>temples</b>	<b>neatly</b>	<b>jewels</b>
<b>secure</b>	<b>itself</b>	<b>strips</b>	<b>toilet</b>
<b>labour†</b>	<b>physical</b>	<b>bandage</b>	<b>museum</b>
	<b>treatment</b>	<b>arranged</b>	

---



## Know Your Words

1. Write the plural: **temple, jewel, strip.**
2. Make new words by adding these suffixes:
  - a. **ly** to **neat**
  - b. **d** to **arrange**
  - c. **age** to **band**
  - d. **ment** to **treat**
3. Write the words containing **rr** and **zz**.
4. Write the words ending with **al** and **le**.
5. Write the word ending with **our**. Look in your dictionary to see how this **our** sounds.
6. Write the word made of **self** and **it**.
7. Write the word that begins with **mu** and ends with **um**.
8. Write the words with these smaller words in them: **cure, let, trips, use, rang, toil, and**.
9. Write two words with **ea** in them. After each write the vowel sound of **ea**.
10. Write the word that rhymes with: **muzzle, drips, endure, exchanged**.
11. Write the word in which **ph** sounds like **f**.
12. Write **bandage** and after it the sound of **g**.
13. Write these words in syllables and put the accent in each: **labour, jewels, temples, museum, itself**. Mark the sounds of the two vowels in **itself**.
14. Drop the silent **e** in **secure** and add **ing**.
15. Write these words, filling in the missing hard spots: **s—cure, lab—r, its—, ar—anged, j—ls, puzz—, tr—ment, temp—s, t—l—t, band—ge, ph—cal, mus—m, n—tly, str—s**.



## Volleyball Championship

Thurs., Mar. 13.

Dear Barbara:

We won the volleyball championship! Six schools competed, and we came out highest. Volleyball is a great sport!

The final game was played yesterday. I'll tell you a secret—I almost made our team lose the championship! I was jealous of the girl who was elected captain, and I was satisfied not to play my best. At the end of the first half we were behind, 8-4. Our monitor said to me, "You ought to be in kindergarten playing croquet!" Then I realized what a poor sport I had been. I told our coach I was sorry, and she said, "Everybody makes mistakes." When the game started again, let me tell you, I played hard. Soon we knew the championship was safe.

Mother showed me a picture of her school volleyball team. They wore bloomers and looked very silly indeed.

As ever,

Joan

---

<b>Thurs.</b>	<b>highest</b>	<b>monitor</b>	<b>safe</b>
<b>volleyball</b>	<b>sport</b>	<b>kindergarten</b>	<b>bloomers</b>
<b>championship</b>	<b>jealous</b>	<b>croquet</b>	<b>silly</b>
	<b>satisfied</b>	<b>mistakes</b>	

---

## Know Your Words



1. Write **croquet**. Beside it write the pronunciation of the second syllable. Check with your dictionary.

2. Add **er** and **est** to **high**. Add **r** and **st** to **safe**. Change **y** to **i** in **silly** and add **er** and **est**.

3. Change **y** to **i** in **satisfy** and add **ed**.

4. Write the abbreviation for **Thursday**, remembering the capital and the period.

5. Write the words with one **l** and the word with two **ll**'s. Write the word with double **o** in it.

6. Write the word with the prefix **mis**. Write the word with the suffix **ship**.

7. Write **safe** and **sport** and mark each vowel sound.

8. Write in syllables the word having four syllables of three letters each.

9. Alphabetize the words beginning with **c**, **s**, and **m**.

10. Write **jealous** and after it write the vowel sound of **ea**. Be sure to check with your dictionary.

11. Write two words with **er**, two with **or**, one with **ur**. Underline the three words in which these letters sound alike.

12. Write these words, filling in the missing hard spots: **mi-ta--s**, **satisf---**, **s--ly**, **sa--**, **kindergar-en**, **sp--t**, **j--l--s**, **hi-----**, **vol--yball**, **mon-t-r**, **c-amp--nship**, **cro----**, **Th--s.**, **bl--mers**.



## Smallpox

One hundred and fifty years ago an English doctor, settled in his office with his certificate hanging on his wall, would have agreed with you that he really knew little about medicine. He might give advice on various diseases and resort to strange cures to relieve pain. However, he would certainly have declared that he was helpless against such diseases as smallpox and the "black death" which had swept over Europe in great waves, killing thousands.

Nowadays medicine still has some defects, but there has been tremendous development in the methods of preventing and controlling disease.

The earliest use of prevention in medicine was made in 1798 by Dr. Edward Jenner, who first tried vaccination to prevent smallpox. His great discovery came when he learned that English milkmaids who had had cowpox did not catch smallpox. Dr. Jenner began to vaccinate people with cowpox and found that they did not get smallpox. Today, owing to vaccination, smallpox has been almost wiped out.

---

<b>settled</b>	<b>agreed</b>	<b>pain</b>	<b>nowadays</b>
<b>office</b>	<b>advice</b>	<b>declared</b>	<b>defects</b>
<b>certificate</b>	<b>various</b>	<b>smallpox</b>	<b>development</b>
	<b>resort</b>	<b>swept</b>	

---

## Know Your Words

1. Write these sentences, using either **sweep** or **swept** in each:

a. The wind — the street clean yesterday.

b. We must — the room after the party.

2. Change **y** to **i** in **vary** and add the suffix **ous**.

3. Write two compound words using these five smaller words: **pox**, **a**, **now**, **small**, **days**.

4. Write five new words beginning with **ad**, **de**, **re**.

5. Add **d** to **declare**, **settle**, and **agree**. Drop silent **e** in **declare** and **settle** and add **ing**. Add **ing** to **agree**.

6. Write the words with **ee**, **ff**, **ll**, and **tt** in them.

7. Write **pain** and after it put the vowel sound of **ai**.

8. Write the words containing these smaller words: **vice**, **ate**, **days**, **sort**, **set**, **wept**, **reed**, **off**.

9. Add the suffix **ment** to **develop**.

10. Write the word that rhymes with: **slept**, **main**, **price**, **assort**, **prepared**, **expects**, **succeed**.

11. Alphabetize the words beginning with **a**, **d**, and **s**.

12. Write **certificate**. Above each **c** write its sound.

13. Write **various** and **nowadays** in syllables and show the accent in **various**.

14. Write the two words ending with **ice** and mark the long or short sound of **i** in each word.

15. Write four words containing **ar**, **er**, and **or**.

16. Write these words, filling in the missing hard spots: **sw—**, **se—led**, **devel—ment**, **advi—e**, **a—r—d**, **res—rt**, **defe—ts**, **sma—p—**, **c—tificate**, **v—r—s**, **p—n**, **o—i—**, **decl—d**, **no—days**.



## A Bicycle Trip

One summer in Switzerland Peggy and I started on a bicycle trip. We left the lake early. Our plan was to have lunch at an inn near the French border, where Peggy's aunt was staying, and return in time for an evening engagement at the hotel.

Imagine our disappointment when we heard the inner tube of Peggy's rear tire blow out! Peggy gave each of the tires a hard kick to relieve her feelings. Then we sat down to discuss our unhappy situation. Should we walk back and send a telegram to Peggy's aunt?

"If only we were in Canada," I said, "we could thumb a ride or hail a bus!"

"We'll thumb a ride here!" cried Peggy. "We'll signal the next truck! We can ride with the driver and put our bikes in the back." Peggy waved her red sweater at the next truck and explained to the old Swiss in neat blue overalls what we wanted to do. Talking with him was good practice, and we became well acquainted before the journey was over.

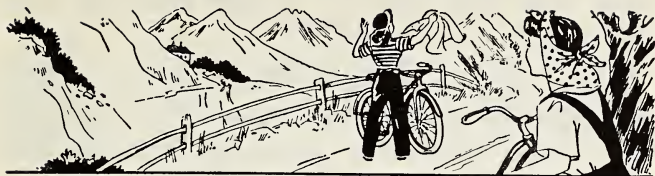
---

<b>plan</b>	<b>disappointment</b>	<b>unhappy</b>	<b>neat</b>
<b>engagement</b>	<b>inner</b>	<b>telegram</b>	<b>overalls</b>
<b>imagine</b>	<b>tube</b>	<b>driver</b>	<b>practice</b>
	<b>tires</b>		<b>acquainted</b>

---



## Know Your Words



1. Write the words with the prefixes **dis** and **un**.
2. Write two words ending with **er** and two with **ment**.
3. Add **ed** to **acquaint**. Double the **n** in **plan** and add **ed** and **ing**.
4. Write four words containing double letters.
5. Write **over** and **all** as one word and add **s**.
6. Write **practice**, **telegram**, **imagine**, and **engagement**. Above each **c** and **g** write **h** for hard or **s** for soft.
7. Write **Peggy's aunt**, using **'s** to show possession.
8. Write the word that means part of a tire, or a tunnel.
9. Write the antonyms of **joyful** and **untidy**.
10. Drop the **e** in **imagine** and add **ing**.
11. Write the word that rhymes with: **seat**, **thinner**, **cube**, **wires**, **man**, **diver**, **sainted**.
12. What letter always follows **q**? Write the new word with **q** in it.
13. Write these words, filling in the missing hard spots:  
**t—**, **tel-gram**, **-nhappy**, **di-a—ointment**, **pl-n**,  
**a—uainted**, **n—t**, **i—er**, **pra-ti—**, **-ngag-ment**,  
**t—s**, **i-agin—**, **dr-ver**, **over—s**.





## Circus Day

Usually the eight Jenkins children were happy to play on their see-saws or to hop on their miniature merry-go-round. Today the opposite was true, for this was circus day.

In the early morning sunshine Mr. Jenkins was seen walking in the direction of the circus lot with his eight delighted children. In one hand he carried a camera, and under his arm was a bag full of sandwiches and cookies. At the circus grounds they watched the tent stakes being driven in and saw the "big top" go up. After the show had begun, the children tried to see everything at once. They were especially excited when a man dressed like a red devil walked upside down at the top of the tent. All eight children kept asking questions all day long: "How's he going to do this, Dad? What's that for, Dad?"

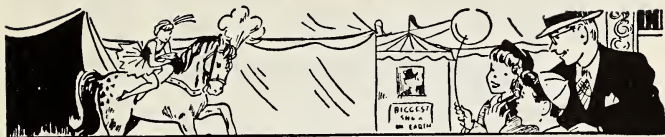
So it went, until by night Mr. Jenkins was so tired that he thought how easy his job as a roofer was. A man could shingle a house all day and no one even spoke to him!

---

see-saws	opposite	camera	how's
hop	sunshine	sandwiches	what's
merry-go-round	direction	stakes	shingle
	delighted	devil	

---

# Know Your Words



1. Write the word that has two hyphens in it.
2. Write the contractions for **how is** and **what is**, using an apostrophe in each.
3. Write three words with double letters in them.
4. Write two compound words, using these four words: **saws, sun, see, shine**.
5. Alphabetize the words beginning with **h, d, and s**.
6. Write **shingle, hop, sunshine, stakes**. Mark the long and short vowels and cross out silent **e**.
7. Write the new word that means:
  - a. across from
  - b. an evil spirit
  - c. a platform that goes around by machinery
  - d. what we take pictures with
8. Write these sentences, using the homonyms **stake** and **steak**:
  - a. The cow was fastened to a \_\_\_\_.
  - b. We had a delicious \_\_\_\_ for dinner.
9. Write the word that rhymes with: **stop, rakes, single, sighted, objection**.
10. Write these words, filling in the missing hard spots: **dev-l, sunshin-, stak-s, deli--ted, h-p, opp-site, sand---es, d-rection, cam-ra, se-sa-s, what-s, m---y-go-r---nd, shing--, how-s**.



## Uncle Nathaniel's Visit

When Mother got the letter from Uncle Nathaniel, she swiftly turned the attic into a bedroom for him and declared it would be handy to have him around.

The first night of his visit Trudy asked him what he was. Uncle Nath replied, "On my last job I was a janitor and ran an elevator. Shall I tell about it?"

Uncle Nath proved to be the most entertaining storyteller we had ever heard. He had spent one half of his life in China as a tea planter, and the other half doing interesting odd jobs. He had worked in a furniture factory, and he polished our old dining-room table with wax till it shone like glass. Once he had been a fireman, just for the fun of handling a big hose. His suitcase was filled with odd treasures—a receipt for \$5,000 worth of gold from a man in Alaska, a pair of overshoes he had bought in China, a box of pink-coated tablets that he said could cure almost anything, two napkins from a hotel that had caved in during the San Francisco earthquake. Best of all, he carried a sleeping bag because, as he said, "There's always a chance I'll need it."

---

**swiftly**  
**handy**  
**janitor**

**elevator**  
**one half**  
**planter**  
**hose**

**polished**  
**wax**  
**receipt**  
**overshoes**

**tablets**  
**napkins**  
**chance**

---

# Know Your Words



1. Write the two words that mean the fraction  $\frac{1}{2}$ .
2. Write the compound word with **shoes** in it. Notice how the last three letters sound. There are many ways to spell this sound. Here are some of the words that rhyme with **shoes** but are spelled differently: **whose, choose, bruise, blues, crews, coos, ooze.**
3. Make new words by adding **y** to **hand**, **ly** to **swift**, **er** to **plant**, and **ed** to **polish**.
4. Write four words with **er** and **or** in them. Look in your dictionary to see if these letters sound alike.
5. Write the word that has silent **p** in it. Cross out the **p**. Beside the word write the vowel sound of **ei**.
6. Write the word that rhymes with: **dance, lax, nose, candy.**
7. Write the new word that means:
  - a. quickly
  - b. caretaker
  - c. small pieces of cloth
  - d. pills, or pads of paper
  - e. a substance made by bees
  - f. a possibility, or a risk
  - g. a cage that goes up and down
  - h. a rubber pipe, or stockings
8. Write these words, filling in the missing hard spots: **ho—, jan-t-r, el-vat-r, rec—pt, chan—, wa—, pol—ed, sw-f-ly, one ha-f, pla-ter, tab—ts, oversh—, na—ins, han-y.**



## Tapestry

An interesting historical document, now in a museum in France, is a piece of tapestry covered with embroidery. The pictures on it describe the Norman Conquest of England in 1066. This tapestry is larger than any other of its kind and was probably made to fit the wall of a church. Whoever designed and completed this tapestry was a real artist.

Not all tapestries are embroidered. In fact, most of them have no embroidery whatever; the designs are woven with linen, woollen, or silk threads. Some of the most famous tapestries were made in Europe after the fourteenth century, and are known as "Gothic tapestries". Many of these Gothic tapestries picture outdoor scenes, in which noble ladies and gentlemen have come to attend a garden party. The colours are bright.

Such tapestries served a double purpose. The floors and walls of castles were paved with stone. A beautiful wall decoration made the stone seem less bare; and as people walked up and down the stone floor the outdoor scenes on the tapestries helped to make up for the lack of windows.

---

<b>historical embroidery larger</b>	<b>fit whoever completed whatever</b>	<b>linen woollen† fourteenth attend</b>	<b>double paved less</b>
---	---	---	----------------------------------

---

# Know Your Words



1. Change **y** to **i** in **history** and add **cal**.
2. Write the compound words with **ever** in them.
3. Write the word for **14th**.
4. Add **r** and **st** to **large**. Use **larger** and **largest** in these sentences, remembering the question mark:
  - a. Wolves are — than mice.
  - b. What is the — animal in the world?
5. Write the words containing **ee**, **oo**, **ss**, and **tt**.
6. Write the synonym for **finished**.
7. Write the word that rhymes with: **trouble**, **sit**, **guess**, **amend**, **saved**.
8. Write the words that end with **en**.
9. Add **d** to **complete**, **pave**, and **double**. Drop each silent **e** in **complete**, **pave**, and **double** and add **ing**.
10. Double the **t** in **fit** and add **ed** and **ing**.
11. Write the word with **oi** in it.
12. Alphabetize all your new words.
13. Write in syllables the two words of four syllables and put in the accents. Check with your dictionary.
14. Write these words, filling in the missing hard spots: **f-t**, **l—n**, **la-ger**, **compl-ted**, **embr—d-ry**, **at-end**, **l—**, **w—ll—**, **d—ble**, **fo-rteenth**, **pa—d**, **histor—**, **wh—ver**, **w-atever**.



## Your Extra Words

Here are your extra words in the order of their importance. These same words appear in alphabetical order in your dictionary, where they have stars in front of them. If your teacher asks you to learn your extra words in the order of their importance, be sure to find each word in your dictionary and to notice how it is pronounced and what it means.

- |                |                 |                  |
|----------------|-----------------|------------------|
| 1. oven        | 29. lose        | 57. rinse        |
| 2. engine      | 30. nicely      | 58. rise         |
| 3. press       | 31. geese       | 59. rotten       |
| 4. case        | 32. lawn        | 60. triangle     |
| 5. unless      | 33. navy        | 61. trimmed      |
| 6. tobacco     | 34. ponies      | 62. anniversary  |
| 7. quiet       | 35. rifle       | 63. catcher      |
| 8. edge        | 36. heat        | 64. cord         |
| 9. ft.         | 37. peaches     | 65. crepe        |
| 10. studies    | 38. bathing     | 66. dough        |
| 11. stage      | 39. branch      | 67. drawer       |
| 12. circle     | 40. carries     | 68. elementary   |
| 13. touch      | 41. fountain    | 69. fan          |
| 14. basketball | 42. joy         | 70. grader       |
| 15. froze      | 43. prison      | 71. greasy       |
| 16. pocketbook | 44. blanket     | 72. injured      |
| 17. grocery    | 45. soup        | 73. marshmallows |
| 18. lower      | 46. twenty-five | 74. mosquitoes   |
| 19. neighbour† | 47. weak        | 75. numerals     |
| 20. mostly     | 48. bend        | 76. parachute    |
| 21. copy       | 49. rod         | 77. quicker      |
| 22. calves     | 50. enemies     | 78. rodeo        |
| 23. quarter    | 51. hollow      | 79. rude         |
| 24. freeze     | 52. limb        | 80. screws       |
| 25. shouldn't  | 53. piers       | 81. sprinkle     |
| 26. Bible      | 54. planks      | 82. squeeze      |
| 27. grammar    | 55. quiz        | 83. stitch       |
| 28. groceries  | 56. radiator    | 84. stretch      |



85. tadpoles	125. bulldog	165. pat
86. thirsty	126. cones	166. pistols
87. ticket	127. crumbs	167. plentiful
88. umpire	128. eighteenth	168. pure
89. whip	129. gain	169. rim
90. batter	130. grapefruit	170. sharpener
91. bore	131. herself	171. shoulder
92. brace	132. key	172. slice
93. Fri.	133. kindly	173. spark
94. majestic	134. lemon	174. spray
95. Negro	135. mould†	175. steers
96. propeller	136. mule	176. stranger
97. rack	137. noisy	177. underneath
98. shipped	138. peddler	178. vines
99. slammed	139. reed.	179. breast
100. spools	140. sauce	180. chilly
101. tan	141. shelves	181. colony
102. upset	142. struck	182. eleventh
103. volcanoes	143. suck	183. fowl
104. bleeding	144. Sun.	184. happier
105. buckle	145. thirteenth	185. hardware
106. checkers	146. title	186. inspection
107. copied	147. trim	187. layer
108. evergreen	148. trumpets	188. lowest
109. jaw	149. advertise	189. mate
110. letting	150. bent	190. peel
111. loop	151. carpet	191. peninsula
112. mend	152. cigar	192. proved
113. pennies	153. cigarettes	193. shock
114. racquet	154. colder	194. slick
115. senators	155. correspond	195. taffy
116. senior	156. expense	196. toast
117. sixteenth	157. experiment	197. ankle
118. slower	158. float	198. anyhow
119. strike	159. fought	199. lilies
120. taxicabs	160. golf	200. mighty
121. tonsillitis	161. gulf	201. waist
122. torn	162. honourable†	202. alarm
123. worse	163. indoors	203. waves
124. accused	164. knee	



## Your Dictionary

In your dictionary you will find all your new words for this year in the order of the alphabet. Your dictionary shows how a word is spelled, how it is divided into syllables, how it is pronounced, what it means, and how it is used in a sentence.

The numbers which appear in heavy type after the pronunciation show the page on which the word is taught. The words which have stars in front of them are your extra words, which are not taught in the lessons. Your teacher may ask you from time to time to learn these words by yourself. On pages 84-85 they are listed in the order of their importance.

### Key to Pronunciation

Some letters have several different sounds. The different sounds of each letter are marked in this dictionary. The marks are shown here as they are used in words you know. They are also at the foot of each page in the dictionary.

**ā** as in **ate**

**ă** as in **at**

**ä** as in **are**

**â** as in **care**

**à** as in **glass**

**ē** as in **we**

**ĕ** as in **met**

**ē** as in **baker**

**ĕ** as in **begin**

**ī** as in **ice**

**ĭ** as in **is**

**ō** as in **old**

**ö** as in **not**

**ò** as in **obey**

**ô** as in **or**

**õ** as in **soft**

**ū** as in **use**

**ŭ** as in **us**

**û** as in **turn**

**û** as in **unite**

**ōō** as in **shoot**

**ōō** as in **foot**

**ou** as in **about**

**oi** as in **oil**

**tû** as in **nature**

**th** as in **then**

**th** as in **thin**

**zh** as in **garage**

## A

**\*ac cused'** (ă kūzd'). Blamed for something wrong. Tom was *accused* of breaking the window. The prisoner was *accused* of stealing.

**ac quaint'ed** (ă kwān'těd) 76. Having some knowledge of. Are you *acquainted* with each pupil in your class?

**ac tiv'i ty** (ăk tīv'ĩ tĩ) 12. State of being in motion or in use. Playing baseball requires *activity* of the body and *activity* of the mind.

**\*ad'ver tise** (ăd'vēr tīz). Make known in a public way. The automobile company was getting ready to *advertise* its new car. Did he *advertise* in the newspaper for the dog he had lost?

**ad ver'tise ment** (ăd vūr'tīz mēnt) 26. A notice in a public place. I saw your *advertisement* for an office boy in the newspaper. The railroad had put up a coloured *advertisement* in the station.

**ad vice'** (ăd vīs') 74. Opinion or plan offered. The principal gave me *advice* about going to camp this summer.

**aer'i al** (ār'ĩ āl) 42. Wire attached to a radio. The

radio did not work because the *aerial* was broken.

**a greed'** (ă grēd') 74. Decided together. We *agreed* to meet at the corner after school.

**a gree'ment** (ă grē'mēnt) 22. 1. Act of deciding on the same thing. The two girls were in *agreement* about the kinds of clothes they would take on their vacation. 2. A statement of what two or more people or groups have decided on together. The four nations had an *agreement* to help one another in the war they were fighting.

**\*a larm'** (ă lārm'). 1. A warning. The fire *alarm* could be heard clearly that night. 2. Make one afraid. The dark clouds and the lightning did not *alarm* Bob because he was almost home.

**al'ley** (āl'ĩ) 64. A narrow street, usually along the back of buildings. The *alley* was not well lighted at night.

**al though'** (ôl thō') 34. Though. They made me go *although* I didn't want to.

**al'to geth'er** (ôl'tōō gēth'ēr) 26. Entirely. Completely. The answer he gave was *altogether* correct.

**a mend'** (ă mēnd') 52.

ă, ate; ă, at; ă, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or; ô, soft;

## AMENDMENTS

Change. Correct. The people thought that Parliament should *amend* the law.

a **mend'ments** (ă mënd'měnts) 47. Changes. There are a number of *amendments* to the constitution.

a **muse'ment** (ă mūz'měnt) 38. 1. Fun. We watched the monkeys in their cages with great *amusement*. 2. That which entertains. The clowns in the circus furnished *amusement* for everybody.

\***an'kle** (äng'k'l). The joint between the foot and the leg. The slipper was made with a strap around the *ankle*.

\***an'ni ver'sa ry** (ăn'ĩ vûr'sá rĩ). A date in each year that has a special meaning. Mother and Father went to the theatre on their wedding *anniversary*.

\***an'y how** (ěn'ĩ hou). Anyway. Even though it was a long way, we decided to walk *anyhow*.

ap **point'ment** (ă point'měnt) 47. 1. A time agreed on for something. I have an *appointment* with the dentist on Saturday. 2. Naming for an office or a position. The *appointment*

## ASSOCIATION

of Jack as chairman was a surprise to all of us.

**ar ranged'** (ă rānjd') 70. 1. Placed in a particular way. We *arranged* the seats in rows for the meeting. 2. Made plans. We *arranged* to go to the picnic by bus.

**ar'ticle** (ăr'tĩ k'l) 50. 1. An account. The teacher read us a newspaper *article* about the floods in the spring. 2. A thing. Sally did not leave an *article* of clothing around her bedroom.

**ash'es** (ăsh'ěz) 18. What is left after something has been burned. Before we build another fire in the fireplace we must take away the *ashes* there.

as **sign'ment** (ă sīn'měnt) 26. 1. Act of being named for a task. His *assignment* as leader of his group was a surprise to him. 2. Particular task. My *assignment* was to keep the blackboards clean.

as **so'ci a'tion** (ă sō'sĩ ā'shûn) 32. 1. A group of people who do some particular work together or are interested in the same thing. The doctors in this country have a national *association*. 2. Being with certain people. Father's *association* with the men in

## ASSORTMENT

## BEEF

that office was a pleasant one.

**as sort'ment** (ă sôrt'měnt)

**22.** A collection of various kinds. Jim has a large *assortment* of marbles.

**at tend'** (ă těnd') **82.** 1.

Give attention to. Dick will *attend* to weeding the garden. 2. Be present at. We did not *attend* the meeting because of the heavy rain.

**au'thor** (ô'thēr) **50.** A per-

son who writes books, stories, or articles. The *author* of our geography has travelled all over the world.

## B

**bach'e lor** (băch'ě lēr) **32.**

A man who has never been married. The *bachelor* lived alone in a little room at the top of the house.

**bait** (bāt) **28.** Something

that is put on the hook to help catch fish. The boys are digging for worms to use as *bait*.

**band'age** (băn'dij) **70.** A

cloth used to protect a wound. The doctor put a *bandage* on my arm where it was cut.

**ban'ner** (băn'ēr) **66.** A flag

or streamer. Joe put the school *banner* on his wall.

**\*bas'ket ball'** (băs'kět bôl').

1. A game played with a large ball by two teams of five people each. The boys play *basketball* after school.

2. A ball used to play the game of basketball. The first time he threw the *basketball*, he made a basket.

**\*bath'ing** (băth'ing). Taking

a bath. Going into water. We went *bathing* at the beach every day last summer.

**\*bat'ter** (băt'ēr). 1. The

person using the bat in baseball. The *batter* missed the ball. 2. Flour, milk, and other materials mixed together for cooking. Mother mixed the *batter* for the cake.

**beau'ti fied** (bū'ti fid) **64.**

Made beautiful or lovely. Improved the appearance of. Cutting the grass and planting bushes *beautified* the yard.

**beau'ty** (bū'ti) **22.** 1. Love-

liness. Every year we go to the woods to see the *beauty* of the autumn leaves. 2. A person or thing that is beautiful. This butterfly is a *beauty*.

**beef** (bēf) **28.** The flesh of an

ox or a cow when used for food. This *beef* came from Winnipeg by train.

ă, ate; ă, at; â, are; â, care; â, glass; ê, we; ê, met; ê, baker; ê, begin; î, ice; î, is; ô, old; ô, not; ô, obey; ô, or; ô, soft;

## BEND

\***bend** (běnd). 1. A curve. A part that is not straight. He had passed the river *bend*. 2. Curve or change something so that it is no longer straight. You should not *bend* the cover of a book. 3. Stoop. Please *bend* down and pick up the paper on the floor.

\***bent** (běnt). Curved. Changed so that it is no longer straight. Fred carefully *bent* the piece of tin to mend the cart. I could not use the pin because it was *bent*.

\***Bi'ble** (bī'b'l) A Christian book of the holy writings. Mother read us a story from the *Bible*.

**blade** (blād) 62. 1. The broad, flat part of something, as a knife or an oar. I used the *blade* of my knife to make my pencil sharp. 2. A leaf of grass. There was not a *blade* of grass to be seen in the desert.

\***blan'ket** (blāng'kět). 1. A warm covering used for people or animals. Mother put another *blanket* over the baby because the room was getting colder. 2. A covering. A *blanket* of snow lay on the ground.

\***bleed'ing** (blēd'ing). Shed-

## BRACE

ding blood. My nose was *bleeding*.

**bloom'ers** (blōom'ērz) 72. Underwear worn by women and girls. The lower part of a suit worn by women and girls when playing games or taking exercise. Jane's *bloomers* felt tight around the knees.

**boil** (boil) 18. 1. To cook in hot water. We will *boil* the potatoes for half an hour. 2. A sore that causes much pain. John had a *boil* on the back of his neck.

**bon'fires'** (bōn'firz') 58. Fires built out of doors. Several people made *bonfires* to get rid of the autumn leaves that had fallen.

**book'let** (bōōk'lēt) 28. A little book. Alice is putting poems in her *booklet*. The *booklet* described vacation trips.

\***bore** (bōr). 1. Make a hole in something with a tool. This wood is so hard it takes a long time to *bore* a hole in it. 2. Carried. The two men *bore* the deer into camp.

**bor'row** (bōr'ō) 36. Take with the idea of returning. May I *borrow* your book?

\***brace** (brās). 1. Hold up. Support. They used heavy



## BRAKE

beams to *brace* the side of the building. 2. Something that holds up or supports. The boy is putting a *brace* on the back of the chair to make it firm.

**brake** (brāk) 28. Something used to slow up or stop a moving object. The *brake* on my bicycle helped me come down the hill safely.

**\*branch** (brānch). 1. The limb of a tree or bush. The *branch* of the apple tree broke. 2. A part or division. History is a *branch* of learning.

**brave'ly** (brāv'li) 34. With courage. The Indians fought *bravely*.

**\*breast** (brĕst). The upper front part of the body. The arrow pierced the warrior's *breast*.

**bridle** (brī'd'l) 60. Head part of a horse's harness used to control the horse. They put the blue ribbon on the horse's *bridle*.

**broom** (brōom). 30. Sue swept the crumbs from the floor with the *broom*.

**buck'ets** (bŭk'ĕts) 58. Pails. They filled the *buckets* with water from the lake.

**\*buck'le** (bŭk'l). 1. A fastening to hold two ends together. There is a *buckle*

## CAFETERIA

on the trunk strap. 2. Hold two parts together with something that fastens. George could not *buckle* his belt because it was too short.

**\*bull'dog'** (bŭol'dŏg'). A heavy dog with short hair. My *bulldog* is strong and brave.

**burnt** (bŭrnt) 18. Destroyed or hurt by fire or heat. Saturday morning we *burnt* some rubbish in the back yard. My *burnt* finger will keep me from writing for a few days.

**but'tons** (bŭt''nz) 68. 1. Little hard pieces used to fasten something or for ornaments. One of the *buttons* has come off my coat. 2. Fastens with little hard pieces that go through holes. Joan *buttons* the back of her dress without any trouble.

## C

**cab'bage** (kăb'ij) 30. A vegetable that has a head of leaves. Tonight we are going to have a salad of *cabbage* and carrots.

**caf'e te'ri a** (kăf'ĕ tēr'ia) 42. An eating place where one waits on oneself. At the school *cafeteria* we try to

ā, ate; ā, at; ā, are; â, care; á, glass; ē, we; ě, met; ě, baker; ě, begin; i, ice; i, is; ō, old; ŏ, not; ô, obey; ô, or; ŏ, soft;

## CALVES

choose lunches that are good for us.

\***calves** (kāvz). Young cows or some other young animals. Corn will make the *calves* fat.

**cam'era** (kām'ēr ā) 78. Something that takes pictures. Ed used his *camera* every day when he was on his vacation.

**camp** (kāmp) 32. 1. A place where one lives out of doors most of the time, often with tents to sleep in. We took a boat to our *camp*. 2. Stay out-of-doors most of the time, often with tents to sleep in. We decided to *camp* for the night.

**card'board'** (kārd'bōrd') 52. A very stiff kind of paper. The shoes came in a *card-board* box.

\***car'pet** (kār'pēt). A thick material used to cover floors. The whole family liked the new brown *carpet* in the dining-room.

\***car'ries** (kār'īz). Takes. That airplane *carries* people across the Atlantic Ocean. Jack *carries* his books to school on his bicycle.

\***case** (kāś). 1. A box where a thing or things are kept. The watch came in a *case* covered with velvet. 2. "In

## CHAMPIONSHIP

*case* I am late" means "If I am late."

\***catch'er** (käch'ēr). The baseball player who tries to catch the ball the pitcher throws. The *catcher* leaped to catch the ball.

**cel'er y** (sěl'ērī) 56. A vegetable with heavy stems, usually white, and with leaves at the top. Mother put some *celery* in the chicken salad.

**ce ment'** (sē mēnt') 28. Something used to hold hard substances together or to pave roads. The *cement* will dry and hold together the stones in the cellar of the house.

**cer'tain ly** (sūr'tān lī) 22. Surely. Jane was *certainly* glad to see her cousin.

**cer tif'i cate** (sērtīf'īkīt) 74. A written or printed paper to state a fact. This *certificate* shows that the child is well now and can come back to school.

**chains** (chānz) 58. Links that are joined together in rows. He was going to put *chains* on the doors. Father puts *chains* on the automobile tires on snowy days.

**cham'pi on ship'** (chām'pī-ūn shīp') 72. First place. My cousin has won the

## CHANCE

school *championship* in running.

**chance** (chàns) 80. 1. Opportunity. We hope everybody in school will have a *chance* to see the drawings the eighth grade pupils made. 2. Possibility or risk. You run the *chance* of losing your way in the mountains if you do not have a guide.

\***check'ers** (chĕk'ĕrz). A game played by two people, each having twelve flat, round pieces to move on a board marked in squares. Dad and I play *checkers* nearly every Saturday night.

**cher'ry** (chĕr'ĭ) 56. A small round fruit with a pit in it. A bird bit into this *cherry*.

\***chill'y** (chĭl'ĭ). Cool. It was so *chilly* yesterday I wore my coat.

**chores** (chōrz) 30. Small jobs. Tasks. One of my *chores* was to gather the eggs the hens had laid.

**cho'rus** (kō'rŭs) 38. 1. Group of people singing or dancing together. I like to hear the *chorus* sing. The *chorus* of dancers had an important part in the musical play. 2. The part of a song that all the singers in a group sing. After Ben finished

## CITIZENS

each verse we sang the *chorus* very softly.

**Christ** (krist) 24. Jesus. The birth of *Christ* is celebrated on Christmas Day.

**churn** (chŭrn) 54. 1. Something in which milk or cream is beaten to make butter. We saw a wooden *churn* that had been used years ago. 2. Beat milk or cream to make butter. It was hard work to *churn* the cream.

**ci'der** (sĭ'dĕr) 58. The juice of apples made into a drink. The farmer made *cider* in the autumn.

\***ci gar'** (sĭ gār'). A roll of tobacco leaves, used for smoking. My father likes to smoke a *cigar* after dinner.

\***cig'a rettes'** (sĭg'ā rĕts'). Little rolls of finely cut tobacco with paper around them. Father bought some *cigarettes* so that he and his friends could smoke them in the evening.

\***ci'r'cle** (sŭr'k'l). 1. A line in the form of a ring. The children formed a *circle*. 2. Something round and flat. Roy cut a *circle* of red paper to hang on the Christmas tree.

**cit'i zens** (sĭt'ĭ zĕnz) 47. Persons who were born in a

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ō, or; ō, soft;

country or who have solemnly promised to be loyal to it. Persons born in Canada are *citizens*. Many persons from foreign countries have become *citizens* of Canada.

**civ'ic** (siv'ik) **64.** Of a city or citizens. The city hall is one of our *civic* buildings. It is a *civic* duty to vote at election time.

**civ'il** (siv'il) **42.** 1. Of citizens. My sister took a *civil* service examination. One of our *civil* rights is a fair trial. 2. Polite. The man at the information desk always gives us *civil* answers.

**clean'er** (klēn'ēr) **64.** 1. Not so dirty. I am going to keep the yard *cleaner*. Soap and water will make my hands and face *cleaner*. 2. A person who keeps or makes things clean. Before I put my winter coat away I took it to the *cleaner*.

**cobs** (kōbz) **58.** Central parts of ears of corn. After we ate the corn only the *cobs* were left.

**\*cold'er** (kōl'dēr). Not so warm. The wind got *colder* and *colder*. The days are *colder* in March than in June.

**\*col'o ny** (kōl'ō nī). 1. A

group of people from one country who have gone to live in a land belonging to that country. Champlain was the leader of the *colony* in Quebec. 2. New land settled by people of the country to which the land belongs. Many people in the *colony* died the first winter.

**com'i cal** (kōm'ī kāl) **12.** Funny. The clown was dressed in *comical* clothes.

**com mence'** (kō mēns') **50.** Begin. Tomorrow we are going to *commence* reading a new book.

**com'merce** (kōm'ērs) **40.** Buying and selling in large quantities. During the war *commerce* could not be carried on between the two countries.

**com mu'ni ties** (kō mū'nī tīz) **64.** Places where people live, as towns or sections of cities. Almost all our *communities* have public schools.

**com plet'ed** (kōm plēt'ēd) **82.** Finished. I have *completed* my lessons for the day. The *completed* sweater was ready to wear.

**\*cones** (kōnz). There were enough ice cream *cones* so that each child had one. The seeds of the pine tree are in its *cones*.

## CONFEDERATION

**con fed'er a'tion** (kǒn fěd'ēr ā'shǔn) 47. People or governments working together for a special purpose. A league. The provinces in this country formed a *confederation*.

**con'sti tu'tion** (kon'stī tū'shǔn) 47. 1. The most important laws for governing a state, a country, or some other group, as a society. The *constitution* of the new society was adopted at the meeting. 2. One's physical nature or powers. The baby has a healthy *constitution*.

**con tains'** (kǒn tānz') 22. Holds. Has in it. The jar *contains* strawberry jam.

**con trol'** (kǒn trōl') 34. 1. Power over. He lost *control* of the automobile because the road was icy. 2. Have power over. It's sometimes hard to *control* yourself when you feel like crying. The sea was so rough it was hard to *control* the boat.

**con ven'tion** (kǒn vĕn'shǔn) 47. 1. A big meeting for a special purpose. At the *convention* a man was chosen to run for the office of president. 2. Custom. In this country it is not a *convention* for women to cover their faces

## CORRESPOND

with veils when they are on the street.

**coop** (kōōp) 54. A cage or pen for poultry. Frank is building a *coop* for the chickens.

**\*cop'ied** (kǒp'īd). Did or made something the same as something else. Ruth *copied* the poem that was in her reading book.

**\*cop'y** (kǒp'ī). 1. Something made like another thing. In school we have a *copy* of a famous painting by Gainsborough. Would you like a *copy* of this book? 2. Do or make something the same as something else. I should like to *copy* the dress in that store window.

**\*cord** (kôrd). 1. A string or thin rope. You will need heavy *cord* to tie that big package. 2. A pile of cut wood 4 feet by 4 feet by 8 feet. We must order a *cord* of wood for the fireplace. They burn a *cord* of wood each month. 3. A covered wire for electricity. Do not twist the *cord* for the electric iron when you put it away.

**\*cor're spond'** (kǒr' ēspōnd'). 1. Agree. Match. See if the numbers of the answers *correspond* with the numbers of the questions. 2.

ā, ate; ă, at; ä, are; â, care; á, glass; ē, we; ě, met; ě, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ô, not; ô, obey; ô, or; ô, soft;

## CRANK

Write and receive letters. I *correspond* with my cousin regularly.

**crank** (krǎngk) 28. 1. A handle used to turn something. One kind of can opener is turned by a *crank*. 2. Turn something by the use of a handle. It is no longer necessary to *crank* an automobile to get it started.

\***crepe** (krāp). Silk or cotton with a rough surface. Alice's party dress was made of pink silk *crepe*.

**croquet** (krō kā') 72. An outdoor game played by knocking wooden balls through little wire arches. The children played *croquet* on the lawn most of the afternoon.

**crow** (krō) 42. 1. Make a shrill or a happy noise. Every morning last summer we could hear the rooster *crow*. We watched the baby *crow* and shake his rattle. 2. A large black bird. That *crow* has eaten some of our corn.

\***crumbs** (krūmz). Bits broken off from a larger object. When we broke the hard crusts of the rolls we could not help making *crumbs*.

**cup'board** (küb'ërd) 20. A

## DAWN

closet for dishes or food. Rose put the plates and saucers on the bottom shelf of the *cupboard*.

**cur'rent** (kûr'ënt) 50. 1. A flowing, as of water or air. That river has a strong *current*. 2. Now taking place. Of the present. The newspapers tell us about *current* events. 3. The passing of electricity through a wire. The man shut off the *current* so that he could work on the electric wire safely.

**cur'ry** (kûr'ĩ) 56. 1. Something used to give a hot taste to food. We learned to use *curry* from the people in India. 2. Comb a horse's hair. When the horse comes in from ploughing Jack is going to *curry* it.

**cur'tains** (kûr'tĩnz) 16. Material hung at windows or in doors. The rain wet the *curtains* at the open window.

## D

**damp** (dǎmp) 68. Rather wet. It was *damp* outside. Mary used a *damp* cloth to clean the kitchen table.

**dawn** (dôn) 66. The beginning of day. We got up at *dawn* to start as early as possible.

û, use; ũ, us; û, turn; û, unite; õõ, shoot; õõ, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.



## DECLARATION

**dec'la ra'tion** (děk'là rā'shŭn)

44. A statement. Each person had to sign a *declaration* for the custom's official.

**de clared'** (dě klārd') 74.

Stated something. The traveller *declared* that he had bought nothing else abroad.

**dec'o ra'tion** (děk'ō rā'shŭn)

62. 1. An ornament. The roses were a lovely *decoration* on the dining-room table.

2. An ornament, as a ribbon or medal, given as a reward. The soldier received a *decoration* for his brave deed.

**de facts'** (dě fĕkts') 74.

Faults. The carpenter could not use that piece of wood because there were *defects* in it.

**de light'ed** (dě lit'ĕd) 78.

Pleased. We were *delighted* to be on our way to the country.

**dense'ly** (děns'li) 32. Thick-

ly. In a few years the colony was more *densely* settled.

**de part'ment** (dě pārt'mĕnt)

26. A part or division. She works in the *Department* of Agriculture in Ottawa. Miss Carter is head of the English *department* in high school. The fire *department* has a new engine.

**de vel'op ment** (dě vēl'ŭp-

mĕnt) 74. Act of becoming

## DIRECTION

more important or better. Growth. Mr. Hunt was pleased with Bob's *development* as a skater. The *development* of airplanes in recent years has been great.

**dev'il** (děv'li) 78. Evil spirit.

The story told about a *devil* who tempted the boy to do wrong.

**dic'tion ar'y** (dĭk'shŭn ěr'i)

50. A book that tells what words mean and how they are spelled. The words that begin with *a* come first in the *dictionary*; the words that begin with *z* come last.

**dif'fi cul ties** (dif'i kŭl tĭz)

60. Troubles. Things hard to do or understand. The children had many *difficulties* with long division. There were a few *difficulties* in getting all the material needed to build the new house.

**dip** (dĭp) 22. 1. Go down and

up quickly. We saw the plane *dip*. 2. Act of going in and out of water. A *dip* in the lake is fun on a hot day. 3. Put in and out of a liquid quickly. Before I can write I must *dip* my pen in the ink.

**di rec'tion** (dĭ rĕk'shŭn) 78.

1. Instruction. Children work under the *direction* of

ā, ate; ă, at; ă, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or; ô, soft;



their teachers and parents.  
 2. The way in which to go.  
 In which *direction* is the school from here?

**dis'ap point'ment** (dīs'ă-point'měnt) 76. An unhappy feeling because one cannot do what he expected to do. Imagine my *disappointment* when I found that I could not go to the party.

**dou'ble** (dūb'1) 82. 1. Twice as much. Ella made a *double* amount of candy for Thanksgiving. 2. Make twice as much. Try to *double* your score in the next game.

\***dough** (dō). A thick mixture of flour and other materials, for baking. Mother made the *dough* for the apple pie.

\***drawer** (drôr). Something like a box with handles that is part of some kinds of furniture. Dick put his pad in the *drawer* of his desk.

\***draw'er** (drô'ěr). A person who draws. She was very good as a *drawer* of flowers.

**driv'er** (drī'vēr) 76. A person who makes something go. The policeman gave the truck *driver* clear directions.

**drum** (drŭm) 62. 1. A round

musical instrument that produces sound when someone beats it. The *drum* they use in the band is a very big one. 2. Teach by repeating and repeating. The coach will have to *drum* the rules of the game into those boys.

**dust** (dŭst) 30. 1. Fine powder, often of earth. The wagon raised clouds of *dust* because it had not rained for a long time. 2. Wipe off dust, or fine dirt. We *dust* the furniture and make the beds.

**dwarf** (dwôr) 38. A person, animal, or plant that is smaller than it ought to be. The *dwarf*, who lived in the palace, told the king and his friends many funny stories.

**dye** (dī) 54. 1. Put something in a liquid to change its colour. Mother is going to *dye* her yellow dress brown. 2. Liquid that changes the colour of something. Helen was using a blue *dye* for the faded curtains.

## E

**east'ern** (ēs'tērn) 68. Toward the east. The *eastern* part of Canada is on the Atlantic Ocean.

û, use; ŭ, us; û, turn; û, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## EDGE

**\*edge** (ěj). 1. The sharp border of something. We came to the *edge* of a cliff. 2. The part that cuts. The knife has a sharp *edge*. 3. Work one's way little by little. Try to *edge* your way to a place where you can see the parade better.

**\*eight'eenth'** (ā'tēnth'). After seventeenth. My sister had a party for her *eighteenth* birthday.

**eight'y** (ā'tī) 36. Eight times ten. My grandfather died at the age of *eighty*.

**e lect'ing** (ě lěk'ting) 52. Selecting by votes. Tomorrow we shall be *electing* a mayor for our city.

**e lec'tion** (ě lěk'shūn) 52. The selection by votes. Many people believed he would win the *election* for alderman a second time.

**\*el'e men'ta ry** (ěl'ě mēn'tā rī). Beginning. Coming first. Children go to *elementary* school before they go to high school.

**el'e va'tor** (ěl'ě vā'tēr) 80. Something that raises or lowers one. I rode up to the tenth floor on the *elevator*.

**e lev'en** (ě lěv'ēn) 36. Ten and one. *Eleven* is one less than a dozen.

## ENGINE

**\*e lev'enth** (ě lěv'ēnth). After tenth. November is the *eleventh* month of the year.

**em broi'der y** (ēm broi'dēr ī) 82. Sewing that is done to ornament something. Ruth used silk thread of four different colours for the *embroidery* on her tablecloth.

**em'pire** (ēm'pīr) 44. A group of nations or states ruled by one government. There are parts of the British *Empire* in many different places in the world.

**\*en'e mies** (ēn'ē mīz). People who work or fight against one. A strong wall around the village protected the people from their *enemies*.

**en force'** (ēn fōrs') 34. See that rules are carried out. The policeman will *enforce* the law if the driver goes too fast.

**en gage'ment** (ēn gāj'mēnt) 76. 1. A promise to meet. Mr. Wells and my father have an *engagement* to go to lunch together tomorrow. 2. A promise to marry. We have just learned of Miss Ball's *engagement* to an army officer.

**\*en'gine** (ēn'jīn). A machine with power. The *engine* in our car was out of order. A steam *engine* pulls a train.

---

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ī, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or; ǒ, soft;

**en'ter tain'ment** (ĕn'tēr tān'mĕnt) **38.** Something done to interest or please people. My radio provides me with *entertainment*. We are giving an *entertainment* at school for our parents and friends.

**e quip'ment** (ĕ kwĭp'mĕnt) **24.** Articles needed for a certain purpose. Each pupil should take good care of the playground *equipment*. He brought all the *equipment* necessary to repair the roof.

**es'say** (ĕs'ā) **50.** A short written account. I wrote an *essay* about Columbus for my English lesson.

**es tab'lished** (ĕs tāb'lišt) **52.** Set up in a form to last. The first colony was *established* in Nova Scotia. The company *established* a drug business many years ago.

**etc.** **42.** A form that stands for "and so forth" or "and so on". Among the things we needed were pens, pencils, paper, *etc.*

**\*ev'er green'** (ĕv'ēr grĕn'). Green all the year. The pine is an *evergreen* tree.

**ex am'i na'tion** (ĕg zām'ī nā'shŭn) **54.** 1. A test. We had a history *examination* yesterday. 2. A careful going over. The doctor gave me

a complete *examination*.

**ex cite'ment** (ĕk sīt'mĕnt) **40.** State of having strong feelings. They forgot about feeding the bird in all the *excitement*. There was great *excitement* while the barn was burning.

**ex ec'u tive** (ĕg zĕk'ŭ tĭv) **47.** 1. A person who takes charge of or manages things. One *executive* of that company sees that their products are shipped promptly to the people who want them. 2. In charge of carrying out work to be done. The President is the *executive* head of our company.

**\*ex pense'** (ĕks pĕns'). Cost. The *expense* of the family vacation was very great.

**\*ex per'i ment** (ĕks pĕr'ī mĕnt). 1. A trial or trying out. He carried out an *experiment* to see if lightning is electricity. 2. Make tests to find out whether something can be done. He had to *experiment* a long time before he found a way to make stronger rubber.

**ex treme'ly** (ĕks trēm'lē) **22.** Very. He was *extremely* quiet. The road to Grandmother's house seemed *extremely* long.

## F

**\*fan** (făn). 1. Something that moves air to make one feel cooler. It was so hot in the office they turned on the electric *fan*. 2. Move air to make one feel cooler. The man on the porch started to *fan* himself with a palm-leaf fan.

**fel'laws** (fěł'ōz) 58. Men or boys. Come on, *fellows*, let's play ball.

**file** (fil) 26. 1. Put papers away in good order. Mr. King asked his secretary to *file* the letters. 2. A place where papers can be kept in order. We put the cards with addresses on them in the *file*. 3. A tool for making something smooth or cutting it away. Father used a *file* to get the rough edge off the piece of metal. Maud has a new fingernail *file*.

**fit** (fit) 82. 1. Be right in size. The slipper did not *fit* me. 2. In good health. He was strong and *fit*. 3. Prepare. Everything was done to *fit* him for the work he was to do. 4. An attack or a spell. The child had a *fit* of laughter.

**flash'light'** (flăsh'lit') 68. A little electric light that one

can carry about. She used her *flashlight* to see the way because it was so dark.

**\*float** (flōt). Move along in the air or on top of water. The white clouds *float* above me. A boat can *float* in the water.

**fold** (föld) 26. 1. Bend. Please *fold* the letter and put it in its envelope. 2. Clasp, or lay close to the body. *Fold* your arms. Soon the bird will *fold* its wings and sleep.

**fork** (fôrk) 20. 1. A tool with two or more long points used to pick up food. The child has now learned to eat with a *fork*. 2. A branching or dividing. At the bottom of the hill there is a *fork* in the road.

**for'tune** (fôr'tûn) 24. 1. A large amount of money. A relative they had not known very well left them a *fortune*. 2. Success or lack of it. Luck. She told her mother of her good *fortune* in being the winner of the first prize.

**for'ward** (fôr'wêrd) 40. Ahead. I took a step *for-ward*. She looked *forward* to her vacation.

**\*fought** (fôt). Carried on in a struggle. The battle was

## FOUNTAIN

*fought* in January. The soldier *fought* bravely.

\***foun'tain** (foun'tin). Water rising in the air from a pipe and then falling. We had a drink from the *fountain* in the park.

**four'teenth'** (fōr'tēnth') 82. After thirteenth. On the *fourteenth* of next month we start our vacation in the mountains.

\***fowl** (foul). 1. A rooster or hen. Mother did not buy the *fowl* the butcher showed her. 2. Birds in general. We saw many wild *fowl* as we drove along the beach.

\***freeze** (frēz). Become hard because of the cold. I think the water in the pond will *freeze* tonight.

\***Fri.** Short form for *Friday*.

\***froze** (frōz). Became hard because of the cold. The milk *froze* in the bottle before we took it into the house.

**fry** (fri) 56. Cook in fat. Mother decided to *fry* the chicken.

\***ft.** Short form for *foot* or *feet*.

## G

\***gain** (gān). 1. Get. Obtain. Jane tries to *gain* attention. Do you think this horse will

## GRADER

*gain* a prize at the fair?

2. Add to what one has. How much weight did you *gain*?

\***geese** (gēs). More than one goose, which is a bird with a long neck. The wild *geese* are flying south for the winter.

**germs** (jûrmz) 20. Very tiny plants or animals that cause disease. Milk is heated to kill any *germs* that may be in it.

**giv'er** (giv'ēr) 32. One who gives. The *giver* of this money for the hospital does not wish his name to be known.

**gold'smith'** (göld'smith') 24. One who makes things of gold. The *goldsmith* is making a beautiful little gold vase.

\***golf** (gölf). A game played out-of-doors with clubs and a ball. When Mr. Miller played *golf*, he usually hit the ball hard.

**gov'erned** (güv'ērnd) 44. Ruled. A man sent by the king *governed* the colony.

\***grad'er** (grād'ēr). 1. A person who divides things into groups or classes. The apple *grader* was very busy in the autumn. 2. A pupil in a particular year at school.

û, use; ũ, us; û, turn; û, unite; oo, shoot; oo, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## GRAMMAR

Fred learned to read when he was a first *grader*.

\***gram'mar** (grăm'ēr). The rules for using a language correctly or a study of these rules. We do not like to make mistakes in *grammar*. In *grammar* we learned to pick out the subject of a sentence.

\***grape'fruit'** (grāp'frōt'). A large, round yellow fruit. Edna put sugar on the *grapefruit* she had for breakfast.

**grease** (grēs) 28. 1. Fat or oil. There was a spot of *grease* from the meat on my apron. 2. Put fat or oil on. Ned is going to *grease* his bicycle tomorrow.

\***greas'y** (grēs'ī). Soiled with grease. After the man at the garage worked on the engine of the car his hands were *greasy*.

\***gro'ceries** (grō'sēr ĭz). Things to eat. Among the *groceries* we bought were cans of soup, a bag of sugar, and a bag of salt.

\***gro'cer y** (grō'sēr ĭ). A store where one can buy things to eat. You can get a loaf of bread in the *grocery* at the corner.

\***gulf** (gūlf). A large bay. A part of the sea that extends

## HAPPINESS

into the land. The *Gulf* of the St. Lawrence is between New Brunswick and Newfoundland.

### H

**ham'mer** (hām'ēr) 24. 1. A tool used to pound with. The head of the *hammer* was a little loose on the handle. 2. Beat or drive. Dick is going to *hammer* the cover on the wooden box with nails.

**han'dle** (hān'd'l) 18. 1. Touch, hold, or move with the hands. *Handle* the mirror carefully. 2. The part of something that is held in the hand. The *handle* of the shovel is broken.

**hand'y** (hān'dĭ) 80. 1. Useful. Convenient. The shelf for books near the desk was *handy*. It was *handy* to have the garden tools in the garage. 2. Able to use one's hands well. Mother made this coat for me; she is very *handy* with a needle.

\***hap'pi er** (hāp'ī ēr). More joyful. No one could have had a *happier* Christmas.

**hap'pi ness** (hāp'ī nēs) 44. Joy. It gave Mr. and Mrs. Cox great *happiness* to have their daughter well again.

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ě, met; ē, baker; ê, begin; î, ice; ĭ, is; ō, old; ŏ, not; ô, obey; ô, or; ǒ, soft;



**hard'en** (här'd'n) 42. Make or get hard. As the candy cools it will *harden*.

**hard'est** (här'děst) 16. Most difficult. The last part of the climb up the mountain was the *hardest*.

**\*hard'ware'** (hård'wâr'). Articles made of metal, as tools and locks. We can get a new screw driver from the man who sells *hardware*.

**har'ness** (här'něs) 30. 1. The leather parts that go on a horse or other animal to attach it to something, as a carriage. We cleaned and hung up the *harness* after taking it off the pony. 2. Put the leather parts on a horse or other animal to attach it to something, as a carriage. Mr. Gray is ready to *harness* the horse to the wagon.

**haul** (hól) 58. Pull. Drag. The dogs *haul* the sled over the snow and ice.

**\*heat** (hēt). 1. State of being hot or warm. They wore hats to protect their heads from the *heat* of the sun. 2. Make hot or warm. Will you please *heat* the baby's milk?

**hem** (hěm) 16. 1. The folded edge on clothing or other articles of cloth. Mother

has my dress finished except for the *hem*. 2. Sew a folded edge on cloth. My aunt has six new towels to *hem*.

**\*her self'** (hûr sělf'). Helen made the cake *herself*. Alice burned *herself* when she was taking the pan out of the oven.

**high'est** (hi'ěst) 72. 1. Tallest. The *highest* mountains in the world are in Asia. 2. At the top. She was *highest* in her class.

**hill'y** (hĩ'l'i) 68. Having hills. Not level. We live in the *hilly* part of town.

**his tor'ical** (hĩs tŏr'ĩ kăl) 82. Known in history. About events that happened in the past. In Montreal we saw several *historical* buildings.

**hitch** (hĩch) 60. 1. Fasten. We decided to *hitch* our sleds together. The man is going to *hitch* his horse to the post. 2. A sudden stop. A difficulty. There was a *hitch* in our plans; so we had to have the picnic later.

**ho** (hō) 28. A word of joy or surprise. *Ho!* What a good time we shall have at the beach!

**hog** (hŏg) 12. A pig. That *hog* is ready to be sent to market.



## HOLDER

**hold'er** (hōl'dēr) 62. A person or thing that holds or has something. He is the *holder* of the world's record for running 100 yards. Did you put your umbrella in the umbrella *holder*?

**\*hol'low** (hōl'ō). Empty. Having nothing inside. A drum is *hollow*. They saw an old *hollow* tree in the woods.

**\*hon'our a ble** (ōn'ēr ā b'l). Worthy of honour. Noble. It was *honourable* of the boy to tell the principal that he was the only one to blame. Our minister is an *honourable* man.

**hook** (hōōk) 58. 1. The coat had fallen off the *hook*. The fish was caught on the *hook*. I must sew this *hook* back on my dress. 2. Kay almost forgot to *hook* the back of her collar.

**hop** (hōp) 78. 1. Children sometimes like to *hop* on one foot. 2. We could see the robin *hop* about the lawn. 3. Mr. Ward stopped his car and called to us, "*Hop* in."

**hose** (hōz) 80. 1. Stockings. Joan received two pairs of *hose* for her birthday. 2. Hollow rubber pipe for carrying a liquid, often water. Father used the *hose* last night to water the lawn.

## INDEPENDENCE

**how's** (houz) 78. Contraction for *how is*.

### I

**i'cy** (i'sī) 68. 1. Covered with ice. The horse nearly fell on the *icy* road. 2. Very cold. The water we swam in was *icy*.

**i'dle** (ī'd'l) 66. Doing nothing. The *idle* boy sat under the tree. She had stopped sewing; her hands were now *idle*.

**imag'ine** (ī māj'in) 76. Form an idea. Pretend in one's mind. Try to *imagine* the time when there were no automobiles. Sue liked to *imagine* she could travel on a flying carpet.

**im me'di ate ly** (ī mē'dī ĭt lī) 52. At once. *Immediately* the dog ran after the ball. Take the cake out of the oven *immediately*.

**im prove'ment** (īm prōv'mēnt) 32. State of being better. Gain. The boy's drawing shows *improvement*. The new airplanes are a great *improvement* over the first ones made.

**in.** 56. Short form for *inch* or *inches*.

**in'de pend'ence** (īn'dēpēn, dēns) 44. Freedom. Th<sub>e</sub>

ā, ate; ă, at; ä, are; â, care; á, glass; ē, we; ě, met; ě, baker; ê, begin; í, ice; ĭ, is; ò, old; ò, not; ò, obey; ô, or; ô, soft;

people in the colonies declared their *independence*. The people showed complete *independence* when they voted.

**in'dex** (in'děks) 26. 1. The list of topics at the back of a book or in a file drawer. The names of the people mentioned in the book are in the *index*. 2. Pointing. The *index* finger is next to the thumb.

**\*in'doors'** (in'dōrz'). In or into a house or building. When it rains we play *indoors*. Jim went *indoors* to listen to the radio.

**\*in'jured** (in'jērd). Hurt. Harmed. He was seriously *injured* when he fell on the ice. The bugs have *injured* a number of our potato plants.

**in'ner** (in'ēr) 76. Farther in. Inside. The books were stored for the summer in an *inner* room of the school. You can eat the *inner* part of a chestnut.

**\*in spec'tion** (in spēk'shūn). Examination. *Inspection* of meat is necessary to protect our health.

**in'struments** (in'strō mēnts) 24. 1. Objects that produce music. The members of the band brought

their *instruments* so that they could practise together after school. 2. Tools. Dentists and doctors use many different *instruments* in their work.

**in'tro duced'** (in'trō dūst') 52. 1. Presented. Marjorie Ann *introduced* her cousin to her school friends. 2. Brought into use. Silk was *introduced* in Europe in the Middle Ages.

**in'vi ta'tions** (in'vī tā' shūnz) 32. Friendly requests. We sent *invitations* to our parents to come to see the work we had done in school.

**it self'** (it sēlf') 70. The airplane cannot start *itself*. The house *itself* was on a hill.

## J

**jack'et** (jāk'ēt) 68. 1. A short coat. The sailor wears a blue *jacket* when it is cold. 2. A paper covering. The *jacket* kept the cloth cover of the book clean.

**jan'i tor** (jān'ī tēr) 80. A person who takes care of a building. The *janitor* keeps our school warm all winter.

**jars** (jārz) 20. Vessels with wide mouths, often of glass. Mother put pickles in the *jars*.

ū, use; ū, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## JAW

**\*jaw** (jô). One of the two bones that form the lower part of the face. One of the teeth in my upper *jaw* will have to be pulled.

**jeal'ous** (jěl'ūs) 72. Unhappy because someone gets more attention or is more successful. Henry was *jealous* when Jim went to the circus. I was *jealous* because my cousin got a new fur coat and I couldn't have one too.

**jew'els** (jōō'ēlz) 70. Valuable ornaments. Gems. The queen wore many *jewels* when she received the foreign visitors.

**\*joy** (joi). A glad or happy feeling. When Bobby saw his Christmas presents he jumped with *joy*.

**ju di'cial** (jōō dish'āl) 47. Having to do with justice. *Judicial* matters are considered in our courts. The courts are the *judicial* part of our government.

## K

**ket'tle** (kēt''l) 18. A metal vessel used for boiling liquids. Mother boiled water in the *kettle* for the tea.

**\*key** (kē). An instrument, usually metal, used to open

## KNOT

and close a lock. The *key* turned easily in the lock and the door opened.

**kin'der gar'ten** (kĭn'dēr gār't'n) 72. A school or class for young children, who spend much of the time playing. The children in *kindergarten* are learning to weave little mats.

**\*kind'ly** (kĭnd'li). 1. Kind. Pleasant. The old man listened to the little boy's story in a *kindly* way. 2. In a friendly way. The farmer *kindly* let us use his telephone.

**\*knee** (nē). The joint at the middle of the leg. When I fell on the playground I scraped the skin on one *knee*.

**knives** (nĭvz). 20. Flat metal pieces with handles, used for cutting. The *knives* go at the right side of the plates. The butcher has sharp *knives* to cut the meat.

**knot** (nōt) 20. 1. A twisting together of parts or pieces of cord or thread or the like. There was a tight *knot* in the string on the package. 2. Twist together parts or pieces of cord or thread or the like. Try not to *knot* your thread as you sew.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ê, begin; î, ice;  
ï, is; ò, old; ò, not; ò, obey; ô, or; ô, soft;

L

**la'bour** (lā'bēr) 70. Work.

It took a great deal of *labour* to build that tunnel. The men had to *labour* in the fields under the hot sun.

**lace** (lās) 16. 1. Open material of thread, used for ornament. The bride had white *lace* on her wedding dress. 2. Fasten by putting a cord through holes. Jack was in such a hurry he forgot to *lace* one shoe.

**lad'der** (lād'ēr) 68. Something used for climbing higher. Mother climbed the *ladder* to put the curtains up. The painter rested the *ladder* against the house.

**lard** (lārd) 12. The fat of pigs. Mother put *lard* in the dough for the pie.

**larg'er** (lār'jēr) 82. Bigger. The moon seemed to grow *larger* and *larger*. The Pacific Ocean is *larger* than the Atlantic Ocean.

**\*lawn** (lôn). Ground covered with grass that is kept cut. The boy mowed the *lawn* once a week.

**\*lay'er** (lā'ēr). Something that is laid above or below another thing. There was a *layer* of dust on the table. Mother put a *layer* of apple

on top of the pudding.

**league** (lēg) 64. A group of persons or teams or nations formed for a special purpose. The teams in the baseball *league* will begin to practise this month.

**leak** (lēk) 66. 1. A crack or hole that lets something run through that should not. The rain came through a *leak* in the roof of our house. 2. Run through a hole or crack that should not be there. We could see the sugar *leak* through the hole in his bag.

**leg'is la'tive** (lēj'is lā'tiv) 47. Having to do with the making of laws. The *legislative* body sits at Ottawa.

**\*lem'on** (lēm'ün). A small, yellow, sour fruit. Mother is cutting a *lemon* for the tea.

**length** (lěngth) 22. A measure of how long a thing is. What is the *length* of your garden? The *length* of time required for the trip was more than we thought it would be.

**less** (lēś) 82. Not so much. There is *less* chance of accident with a careful driver. There is *less* sunlight on a cloudy day than on a sunny day.

**\*let'ting** (lēt'ing). Allowing. Peggy is *letting* her hair grow longer.

**lib'er ty** (lib'ēr tī) 44. Freedom. The government of that colony did not give the people much *liberty*.

**lid** (līd) 54. A cover that can be taken off. Keep the *lid* on the pot until the potatoes are boiled.

**\*lil'ies** (līl'īz). Flowers that grow from bulbs. My sister carried white *lilies* when she was married.

**\*limb** (līm). 1. A large branch. A *limb* broke off the tree during the storm. 2. An arm, or a leg, is a *limb*.

**lin'en** (līn'ēn) 82. A kind of cloth or thread made from flax. Mother bought some *linen* napkins.

**\*loop** (lōop). 1. A thread, rope, or piece of wood or metal made into a curve. There was a *loop* of cord for each button down the front of her dress. 2. Curve a thread, rope, or piece of wood or metal. First *loop* the ribbon if you want to make a bow.

**\*lose** (lōōz). No longer have. Fail to keep. I must be careful not to *lose* my umbrella. Joe tries not to *lose* his temper.

**\*low'er** (lō'ēr). 1. Farther down. My school grades are *lower* this term because I was away sick. We are going to hang the picture *lower* on the wall. 2. Let go down. The captain gave the order to *lower* the sails.

**\*low'est** (lō'ēst). Farthest down. She was standing on the *lowest* step. That was the *lowest* price at which they would sell the house.

## M

**ma'am** (mām) 28. Madam. "Yes, *ma'am*," the boy said to the woman, "I'll carry the package for you."

**main** (mān) 50. Most important. The *main* character in the play was the princess.

**\*ma'jes'tic** (mā jēs'tik). Grand. Royal. The scene at the Grand Canyon was a *majestic* one. The queen looked *majestic* in her beautiful robes and jewels.

**ma'jor** (mā'jēr) 62. 1. An army officer. The captain did such good work that he was made a *major*. 2. Greater. We spent the *major* part of the summer in the country.

**man'u al** (mān'ū āl) 16. 1.

ā, ate; ă, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ī, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or; ō, soft;

A book that is convenient to use, often a book of instructions. In making the airplane model I followed the directions in the *manual*. 2. Done with the hands. A carpenter does *manual* work.

**ma'ples** (mā'p'lz) 20. Trees of a certain kind. The sap of some *maples* is sweet and can be used to make maple sugar.

**\*marsh'mal' lows** (mārsh'-māl'ōz). Soft white candies. The boys toasted *marshmal-lows* over the fire.

**\*mate** (māt). 1. One of a pair. Can you find the *mate* to this shoe? The bird went to look for his *mate*. 2. A person in a ship's crew who assists someone. The first *mate* ran the ship while the captain rested.

**meas'ure** (mězh'ēr) 56. 1. Find how long or how much. We use a clock to *measure* time. 2. An amount or a quantity. An inch is a *measure* of length.

**melts** (mēlts) 68. Changes from a solid to a liquid. The sun *melts* the snow.

**mem'ber** (měm'bēr) 34. A person who belongs to a group. Every *member* of the club went to the picnic.

**mem'ber ship** (měm'bēr ship) 52. The group of members. The *membership* of the House of Commons is larger than it was years ago.

**mem'o ry** (měm'ō rī) 34. 1. Mary sang the song from *memory*. 2. The art collection was in *memory* of Judge and Mrs. North. 3. My *memory* for dates in history is not very good.

**\*mend** (měnd). 1. Fix. Repair. Dorothy will have to *mend* the tear in her dress. 2. A place that has been fixed or made right. The *mend* in Henry's shirt was small.

**mer'ry-go-round'** (měr'ī-gō-round') 78. A round platform that a machine turns around and around, often with music. Children like to ride on the horses on the *merry-go-round*.

**met'al** (mēt'l) 24. Material found in ores in the earth. Iron is one kind of *metal*; gold is another.

**meth'od** (měth'ūd) 16. A way to do something. The book tells about an early *method* of lighting homes.

**mid'way'** (mīd'wā') 60. In the middle. There is a steep hill *midway* between here and the city.



## MIGHTY

**\*mighty** (mīt'ī). Strong.  
With one *mighty* tug he moved the stone.

**mil'i tar'y** (mīl'ī tēr'ī) 62. Having to do with soldiers or the army. There was a *military* band in the parade.

**min.** 36. Short form for *minute* or *minutes*.

**min'er** (mīn'ēr) 24. A man who works in a mine. While the coal *miner* was in the mine he did not see any sunshine.

**min'ia ture** (mīn'īātūr) 62. 1. A small painting. He painted a *miniature* of his mother. 2. A small model. We saw a *miniature* of the bridge Caesar built. 3. Made very small. Ethel has a set of *miniature* dishes to play with.

**mink** (mīngk) 54. A small animal with brown fur. The fur of the *mink* is used for women's coats.

**mis takes'** (mīs tāks') 72. Errors. I made two *mistakes* on my history test.

**mix** (miks) 18. 1. Stir or put together. I had to *mix* the paints to get the right colour. The baker is getting ready to *mix* some dough for bread. 2. Get along with. We think the new boy is

## MULE

going to *mix* well with his classmates.

**mod'ern** (mōd'ēr) 26. New. Having to do with the present time. The *modern* airplane goes fast and is very safe.

**\*mould** (mōld). 1. Very small plants that grow in warm, damp places. The bread was damp and had green *mould* on it. 2. Shape or form something. See if you can *mould* a little vase from the clay.

**mon'i tor** (mōn'ī tēr) 72. A pupil who has special duties. One *monitor* came in early to clean the boards.

**mop** (mōp) 30. 1. A bundle of cloth or yarn on a handle, used for cleaning. Bess used a dish *mop* when she washed dishes. 2. Clean with a bundle of cloth or yarn on a handle. Martin is going to *mop* the kitchen floor this afternoon.

**\*mos qui'toes** (mūs kē'tōz). Insects, the females of which bite or sting. *Mosquitoes* have spoiled more than one picnic.

**\*most'ly** (mōst'li). Chiefly. In the desert they travelled *mostly* on camels.

**\*mule** (mūl). A long-eared work animal of the horse

ā, ate; ă, at; â, are; â, care; á, glass; ē, we; ě, met; ē, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ō, or; ō, soft;



## MULTIPLICATION

family. We saw the *mule* trot along with a heavy load on its back.

**mul'ti pli ca'tion** (mŭl'tĩ plĩ kǎ'shŭn) **36.** A short way of finding the answer when a number is added a certain number of times. The answer by *multiplication* to  $3 \times 3$  is the same as the answer by addition to  $3 + 3 + 3$ .

**mul'ti ply** (mŭl'tĩ plĩ) **36.** Find the answer in a short way when a number is added a certain number of times. The teacher said that we should be able to *multiply*  $10 \times 5$  in our heads.

**mu se'um** (mŭ zē'ŭm) **70.** A place where collections of interesting or valuable objects are kept. There are many oil paintings at the art *museum*.

## N

**nap'kins** (nǎp'kĩnz) **80.** Pieces of paper or cloth used at the table for wiping the fingers or mouth. Betty is going to hem six *napkins*.

**na'tion** (nǎ'shŭn) **44.** The body of people in a country that is united under a single government. Canada is a *nation*.

## NEWSPAPERS

**nat'u ral** (nǎt'ŭ rǎl) **52. 1.** According to nature. It is *natural* for birds to fly.

Ellen's curls are *natural*.

**\*na'vy** (nǎ'vĩ). The ships for fighting that a country has. We have many new ships in our *navy*.

**neat** (nē) **76.** In good order. When we left school this afternoon all our desks were *neat*.

**neat'ly** (nē't'li) **70.** Carefully. The package was *neatly* wrapped.

**nec'es sar'y** (nēs'ě sēr'ĩ) **34.** Required. Important. It is *necessary* to have air in order to breathe.

**\*Ne'gro** (nē'grō). 1. A person belonging to a large group of people with black skin. This poem was written by a *Negro*. 2. Having to do with a large group of people with black skin. We liked the *Negro* songs we heard at the theatre last night.

**\*neigh'bour** (nā'bēr). A person who lives near another. In the country Mr. Crane's nearest *neighbour* was a half mile away.

**news'pa'pers** (nŭz'pǎ'pērz) **26.** Printed papers that give the news of the day. He

ŭ, use; ŭ, us; ŭ, turn; ŭ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tŭ, nature; th, then; th, thin; zh, garage.

## NICELY

got off the train and bought several *newspapers*.

**\*nice'ly** (nīs'li). With great care. She sewed the hem *nicely*.

**nic'er** (nīs'ēr) 16. More pleasing. We are having *nicer* weather this week than last.

**no'bles** (nō'b'lz) 38. Persons of high birth or rank. The *nobles* of the king's court went hunting.

**\*nois'y** (noiz'ī). Loud. Full of noise. The schoolyard is *noisy* after school is out.

**now'a days'** (nou'à dāz') 74. In these days. *Nowadays* many people travel by airplane.

**\*nu'mer als** (nū'mēr ālz). Numbers. Sometimes there are Roman *numerals* on the face of a clock.

## O

**oat'meal'** (ōt'mēl') 20. Meal made of oats. We put cream and sugar on the *oatmeal* we had for breakfast.

**ob'ject** (ōb'jēkt) 24. 1. Thing. What is that *object* we can see down the road? 2. Purpose. The first *object* of the meeting is to elect officers.

## OPPOSITE

**ob'ject'** (ōb'jēkt'). 24. Find fault with. Oppose. I *object* to walking down all those icy steps.

**ob'jec'tions** (ōb'jēk'shŭnz) 44. Reasons for not liking. One of my *objections* to doing the work at night is that the light is not good.

**ob'jec'tives** (ōb'jēk'tīvz) 32. Things one hopes or plans to get done. Goals. My *objectives* for next summer are to learn to swim and to ride a bicycle.

**of'fered** (ōf'ērd) 34. A house was *offered* for sale. I *offered* to help with the dusting.

**of'fice** (ōf'īs) 74. Aunt Jane went to the doctor's *office* because she had a bad cold.

**one half** (wŭn hāf) 80. One of two equal parts. Jack and Tom each had *one half* of the orange.

**op'er a** (ōp'ēr à) 38. A play in which the characters sing their parts. Did you listen to the *opera* on the radio last Saturday afternoon?

**op'po site** (ōp'ō zīt) 78. 1. Facing. He lives on the *opposite* side of the street. 2. Across from. Our school is *opposite* a park. 3. Antonym. "Short" is the *opposite* of "long".

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or; ō, soft;

## ORAL

**o'ral** (ō'rāl) 50. Said aloud.

The *oral* tests are as hard as the written ones.

**or'ches tra** (ôr'kēs trā) 38.

1. A group of people producing music together on various instruments. The *orchestra* played for assembly. 2. The main floor of a theatre. We sat in the *orchestra* when we went to the Christmas play.

**ore** (ōr) 66. Metal in the rock in which it is found. Iron *ore* is found near Lake Superior.

**or'gan i za'tion** (ôr'gān ĭ zā'shŭn) 52. Group united by common interests. That automobile company is a big *organization*.

**or'gan ized** (ôr'gān ĭzd) 44. Put into working order. We *organized* a baseball team.

**out'line'** (out'lin') 26. General plan. The teacher told us to make an *outline* before writing the report.

**\*ov'en** (ŭv'ĕn). The bread was baked in a hot *oven*.

**o'ver alls'** (ō'vēr ôlz') 76. He wore *overalls* to protect his suit.

**o'ver shoes'** (ō'vēr shōōz') 80. Waterproof shoes worn over other shoes to protect them. The snow was so deep that we needed our *overshoes*.

## PARLIAMENT

### P

**pag'eant** (pāj'ĕnt) 38. A beautiful show, often out-of-doors. The children gave a *pageant* about early days in Canada.

**pails** (pālz) 58. Buckets. Mr. Parker filled two *pails* with water and carried them to the barn.

**pain** (pān) 74. 1. An ache or a sore feeling. I fell and was stunned by the *pain*. 2. Hurt. Does your injured arm *pain* much?

**\*par'a chute** (pār'ā shōōt). Something like a large umbrella, used for escaping from an unsafe airplane. The man jumped from the airplane with his *parachute* and landed safely.

**par'a graph** (pār'ā grāf) 50. Several sentences about one subject, written in a group. The first *paragraph* tells about the location of the camp.

**par'don** (pār'd'n) 40. 1. Excuse. *Pardon* me for interrupting, but there is a telephone call for you. 2. Act of excusing or setting free. The boy is trying to obtain a *pardon* from his teacher.

**Par'lia ment** (pār'li mĕnt)

ū, use; ŭ, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

**44.** National legislative body. 1. The *parliament* met in Ottawa. 2. He visited the *Parliament Buildings* in Regina.

**\*pat** (păt). 1. Tap lightly. Bill will *pat* the dog when he brings back the ball. 2. A light tap. Father gave Anne a *pat* on the back when he saw her report card.

**patch** (päch) **54.** 1. Mother put a *patch* on my coat where it was torn. 2. Helen will *patch* the tablecloth.

**pat'tern** (păt'ërn) **16.** 1. A model. Mother cut out a *pattern* to use in making me a new dress. 2. A design. The *pattern* in the material is pretty.

**paved** (pävd) **82.** The town has *paved* several streets lately.

**pave'ment** (päv'mënt) **28.** The *pavement* was made of cement.

**\*peach'es** (pëch'ëz). Juicy fruits with pits and fuzzy skins. Last summer we helped pick the *peaches* in the orchard.

**pe cans'** (pë känz') **12.** Nuts that grow in the southern part of the United States. We had *pecans* and chocolate on our ice cream.

**\*ped'dler** (pëd'lër). The *peddler* goes from house to house selling small articles.

**ped'dles** (pëd'łz) **26.** We can get some potatoes from the man who *peddles* vegetables.

**\*peel** (pël). Take the skin off. Mother will have to *peel* the apples for pie.

**\*pen in'su la** (pën in'sù là). Land that is almost surrounded by water. Italy is a *peninsula*.

**\*pen'nies** (pën'iz). Cents. I gave the man three *pennies* for the paper.

**per cent'** (për sënt') **36.** In a hundred. Hundredths. Five is ten *per cent* of fifty. Only one *per cent* of the pupils had been absent.

**phys'i cal** (fiz'ĩ käl) **70.** Of the body. Their bodies are made strong by *physical* exercise. The doctor gave each child a *physical* examination.

**pick'les** (pik'łz) **56.** We ate cucumber *pickles* with our sandwiches.

**\*piers** (përz). Platforms where ships are loaded and unloaded. The boats came in at the *piers* to be loaded.

**\*pis'tols** (pis'tłz). Small guns. The policemen carry *pistols*.

**pit** (pīt) **24.** 1. The hard

## PITCHER

stone in some kinds of fruit. The peach has a large *pit*. 2. A hole in the ground. There is a big gravel *pit* just outside the town where we live.

**pitch'er** (pĭch'ēr) 20. 1. One who throws the ball to the person at bat in a baseball game. The *pitcher* played the whole game. 2. A vessel from which a liquid can be poured. Put a *pitcher* of milk on the table.

**plan** (plān) 76. 1. We *plan* to see them when we are on our vacation. 2. The rain spoiled Jack's *plan* of going on a bicycle ride.

\***planks** (plāngks). Long, flat pieces of wood. The little bridge was built of *planks*.

**planned** (plānd) 52. Each one *planned* to bring something different to the picnic.

**plant'er** (plān'tēr) 80. One who plants or who owns a plantation. The *planter* owns many acres of land.

**play'er** (plā'ēr) 38. A person who takes part in a game or a play or uses a musical instrument. The baseball *player* slid to third base. The banjo *player* is to play again.

**pledge** (plĕj) 62. Promise. The soldiers made a *pledge*

## POULTRY

to defend their country. We *pledge* our friendship to the country across the border.

\***plen'ti ful** (plĕn'tī fŏol). Abundant. Sufficient. There were *plentiful* harvests that year.

\***pock'et book'** (pŏk'ĕt bŏok'). She put her change in her *pocketbook*.

**pol'ished** (pŏl'isht) 80. Made to shine. I *polished* my shoes. Mother *polished* the furniture with oil.

**po lite'** (pŏ lit') 34. Having good manners. The man who ran the bus was always *polite* to the people who asked questions.

\***po'nies** (pŏ'nīz). Small horses. The children were riding on the *ponies*.

**pop** (pŏp) 28. 1. The turtle began to *pop* its head out of its shell. 2. We heard the cork of the bottle suddenly *pop*. 3. We drank some *pop*.

**posi'tion** (pŏ zīsh'ŭn) 50. 1. What *position* on the football team do you play? 2. My sister has a new *position* as secretary. 3. Are you sitting in a comfortable *position*?

**poul'try** (pŏl'trī) 54. Chickens, ducks, turkeys, and

## POWER

the like. Mr. Bates raises *poultry* on his farm.

**pow'er** (pou'ēr) 47. 1. Energy. Electricity is used to furnish *power*. 2. Authority. Our government has *power* to make laws.

**prac'tice** (prāk'tīs) 76. 1. It takes *practice* to be a good pitcher. 2. We make a *practice* of going to school at the same time each day.

**prai'rie** (prār'ī) 54. Land with grass but few trees. Corn is raised on the *prairie*.

**pre pare'** (prē pār') 18. Get ready. He must *prepare* for a long journey.

**\*press** (prēs). 1. The man had to *press* on the key of the machine. 2. Nick has a small printing *press*. 3. The news was given to the *press*. 4. I have to *press* my dress.

**pre vent'** (prē vēnt') 60. Keep from happening. You should go to the dentist to *prevent* trouble with your teeth.

**\*pris'on** (prīz'n). A place where people who have broken the law are kept. There were thick walls around the *prison*.

**\*pro pel'ler** (prō pēl'ēr). A part of a machine that turns around very fast and helps

## QUARTER

to drive it. A *propeller* helps the airplane to fly.

**prop'er ly** (prōp'ēr lī) 50. Correctly. The dress fits the girl *properly*. The children learned to behave *properly*.

**\*proved** (prōōvd). 1. Turned out. The class play *proved* to be a big success. 2. Showed to be so. Alice *proved* that she had the right answer.

**pro vide'** (prō vīd') 12. Supply. Their sheep would *provide* some food. Trees *provide* us with shade and wood.

**pro vin'cial** (prō vīn'shāl) 47. Of or relating to a province. The *provincial* government employs many people.

**\*pure** (pūr). 1. Clean. They tell us whether the water is *pure*. 2. Perfectly. Entirely. One of my summer dresses is *pure* white.

**puz'zle** (pūz'l) 70. 1. Problem. I have just bought a picture *puzzle*. 2. Think a good deal about. I had to *puzzle* over one question in the test.

## Q

**\*quar'ter** (kwôr'tēr). 1. One fourth. We'll each have a *quarter* of the apple. 2. Twenty-five cents. The magazine cost a *quarter*.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ê, baker; ê, begin; î, ice;  
ı, is; ō, old; ȳ, not; ô, obey; ô, or; ȳ, soft;



3. Fifteen minutes. The game started at *quarter* past two.

\***quick'er** (kwik'ēr). Faster. We took a *quicker* walk today because we did not have to go up a hill.

\***qui'et** (kwī'ēt). 1. Without noise. Without moving around much. The house was *quiet* after the children went to sleep. Mother went to the country for a *quiet* week end. 2. Condition in which there is little noise. Grandmother will be rested sooner if there is *quiet*.

**qui'et ly** (kwī'ēt lī) 22. In a peaceful way. The baby is sleeping *quietly*.

**quilt** (kwilt) 54. A bed covering made of two layers of cloth with something soft and warm between. It took Marion a long time to make the *quilt*.

\***quiz** (kwīz). An examination. Walter is studying for a geography *quiz*.

## R

\***rack** (rāk). 1. A frame on which articles may be hung. Harry hung his sweater on a *rack* in the back hall. 2. Destruction. The old house was going to *rack* and ruin.

\***rack'et** (rāk'ēt). A great deal of noise. He knocked over a chair and made a *rackety*.

\***racqu'et** (rāk'ēt). A bat used in tennis. Hold your *racquet* firmly.

\***ra'di a'tor** (rā'dī ā'tēr). A set of pipes that give out heat. Now that there is a better fire in the furnace the *radiator* will be warmer.

**rag** (răg) 30. A torn piece of cloth. I need a *rag* for wiping this window.

**rail** (rāl) 66. A bar of metal or wood. The *rail* around the cage helps to protect the children from the lions.

**rank** (răngk) 62. 1. Position. Title. If he does good work as a captain, he will be given the *rank* of major. 2. A row or line. We saw *rank* after *rank* of sailors in the parade.

**rap'id ly** (răp'īd lī) 60. Fast. Max walked *rapidly* because it was cold.

\***recd.** Short form for *received*.  
**re ceipt'** (rê cēt') 80. Written report that money or services have been received. I signed a *receipt* for the telegram.

**rec'ord** (rĕk'ĕrd) 44. 1. Written account. She keeps a *record* of our absence from school. Our marks are on *record* in the office. 2. Some-



thing on which sound is recorded. I have just bought a new music *record*.

**re cord'** (rê kôrd') 44. Write down. The secretary will *record* the minutes of the meeting.

**re move'** (rê mōōv') 66. Take away. Jenny is going to *remove* the veil from her hat.

**rent'ed** (rěnt'ěd) 68. 1. Took possession of for a time. We *rented* the house for a month from Mr. Jones. 2. Gave possession of for a time. Mr. Jones *rented* the house to us for a month.

**re serves'** (rê zûrvz') 52. 1. Extras. The police *reserves* were called out at the time of the big fire. 2. Keeps. The manager *reserves* the right to decide whether to open the office on Saturday or not.

**re sort'** (rê zôrt') 74. 1. A place to which people go for fun or rest. Our family has gone to the same summer *resort* for several years. 2. Turn to. Depend on. We had to *resort* to a piece of sheet for a bandage.

**rid** (rĭd) 12. 1. To clear away. To *rid* the land of stones is often hard. 2. To make free. Can you *rid* the house of flies?

**\*ri'fle** (rĭf'l). A gun. The soldier raised his *rifle* to his shoulder before he fired it.

**\*rim** (rĭm). 1. Edge. We decided to visit the other *rim* of the canyon. 2. Band around. The *rim* of the wheel fell off.

**\*rinse** (rĭns). Put in clear water after washing. *Rinse* the clothes well so that you will get all the soap out of them.

**\*rise** (rĭz). People went to the top of the mountain to see the sun *rise*.

**\*rod** (rôd). 1. Pole. He took my *rod* and began to pull the fish out. 2. A measure of length. A *rod* is 16½ feet.

**\*ro'de o** (rô'dě ô). A display or show in which people ride horses and rope cattle. Men and women came from several provinces to take part in the *rodeo*.

**roots** (rōōts) 68. Parts of plants that grow in the ground. The *roots* of trees go far down into the soil.

**\*rot'ten** (rôt''n). Spoiled. The cabbage was *rotten* because it was left in the field too long.

**rub** (rŭb) 30. *Rub* the plates with the towel until they are dry.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ê, begin; î, ice; ĭ, is; ô, old; ǒ, not; ȯ, obey; ô, or; ȯ, soft;

## RUBBISH

**rub'bish** (rüb'ish) 64. Waste matter. We keep our yard free from *rubbish*.

\***rude** (rōod). 1. Rough, unfinished. The pioneers lived in *rude* log cabins. 2. Impolite. It is *rude* to point at people.

**rum** (rüm) 40. A strong drink. *Rum* was imported from the West Indies.

**run'ner** (rүн'ēr) 12. My horse is a fast *runner*.

**rust** (rüst) 60. The old knife was covered with *rust*.

**rust'y** (rüs'ti) 58. *Rusty* pins are dangerous.

## S

**sad'dle** (säd'll) 60. 1. A leather seat put on a horse for the rider. Be sure the *saddle* is not too loose on the horse. 2. Put on a horse a leather seat for the rider. At first the horse did not like to have me *saddle* him.

**safe** (sāf) 72. 1. Free from harm or danger. The river was not *safe* because of the rapids. 2. A place where valuable things are kept. Mrs. Hart keeps her jewels in a *safe*.

**sail'ors** (sāl'ērz) 66. Men whose duties have to do with ships. When the ship

## SCISSORS

was in a warm climate the *sailors* wore their white uniforms.

**sa lute'** (sā lūt') 34. 1. We *salute* the flag at assembly. 2. The soldier gave a smart *salute*.

**sam'ple** (sām'p'l) 16. 1. Test. I would like to *sample* the cake before we serve it to our guests. 2. Example. Show me a *sample* of how you want the work done.

**sand'wich es** (sänd'wich ēz) 78. Two slices of bread with other food between. The *sandwiches* were filled with cream cheese and jelly.

**sand'y** (săn'di) 32. Containing sand. Beans grow well in *sandy* soil.

**sat'is fied** (săt'is fid) 72. 1. Pleased. After I saw the circus, I went home *satisfied*. 2. Ended. A drink of cool water *satisfied* my thirst.

\***sauce** (sôs). We had cranberry *sauce* with the turkey. I had apple *sauce* for dessert today.

**sau'cers** (sô'sērz) 52. Small plates for holding cups. We have new cups and *saucers*.

**sci'ence** (sī'ēns) 38. Study of the laws of nature. In *science* today we learned how light travels.

**scis'sors** (sīz'ērz) 16. Instru-

û, use; ũ, us; û, turn; û, unite; oō, shoot; oō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

ment with two blades, used for cutting. The *scissors* are so dull they cut poorly.

**scrape** (skrāp) 54. 1. I tried to *scrape* the mud off my shoes. 2. Can you *scrape* up enough money to pay for the theatre tickets?

**screen** (skrēn) 64. 1. The *screen* for the kitchen window needs mending. 2. The row of bushes will *screen* the house from the road.

**\*screws** (skrōōz). 1. Fasteners that are twisted into the material they hold. Father fixed the door by putting in some new *screws*. 2. Turns a screw, often in wood. Uncle Jack *screws* the cover on the box very fast.

**sea'port'** (sē'pōrt') 40. A harbour on a sea. Halifax is a *seaport*.

**se cure'** (sē kūr') 70. 1. Safe. The bonds will be *secure* in a box in the bank. 2. Get. Can you *secure* two tickets for the circus?

**see'-saws'** (sē'sōz') 78. We went up and down on the *see-saws* in the park.

**\*sen'a tors** (sēn'ā tērz). The *senators* are appointed to office for life.

**\*sen'ior** (sēn'yēr). 1. A student in his last year. He is a *senior* in college. 2. For

older pupils. We have a *senior* high school.

**set'ting** (sēt'ing) 64. 1. She was busy *setting* the table. 2. The lake made a lovely *setting* for the cabin. 3. The sun is *setting* now.

**set'tled** (sēt'ld) 74. Established. They were well *settled* in their new home by summer.

**set'tle ment** (sēt'l mēnt) 40. Recently established colony. After the first hard winter the *settlement* grew very fast.

**se'ven teenth'** (sēv'ēn tēnth') 42. Next after sixteenth. Our first colonies were started in the *seventeenth* century.

**shark** (shārk) 22. A large fish. It is often dangerous to swim near a *shark*.

**sharp'en** (shār'pēn) 40. Make sharp. Father will *sharpen* the knife before he carves the turkey.

**\*sharp'en er** (shār'pēn ēr). We have a new pencil *sharpener* in our classroom.

**\*shelves** (shēlvz). More than one shelf. The carpenter built two new *shelves* for our dishes.

**shin'gle** (shīng'g'l) 78. 1. A thin piece of material used to cover a roof or the side of a house. Father is going to nail down the *shingle*

ā, ate; ă, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ê, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or; ȳ, soft;

## SHIPPED

## SMILE

that is loose. 2. To put on shingles. The men are going to *shingle* our roof.

**\*shipped** (shĭpt). Transported from one place to another, often in a ship. Iron ore and wheat are *shipped* on the Great Lakes.

**ship'ping** (shĭp'ing) 66. 1. Port Arthur is an important *shipping* point on the Great Lakes. 2. *Shipping* things by water is much cheaper than by air.

**\*shock** (shök). 1. I got a *shock* when I changed the electric bulb. 2. It will *shock* Grandmother to hear the men talk like that.

**\*shoul'der** (shöl'dēr). He carried the package on his *shoulder*. Paul tore the *shoulder* of his shirt.

**\*should'n't** (shöod''nt). Contraction for *should not*.

**sig'nal** (sĭg'näl) 62. 1. The red light at the corner is a *signal* to stop. 2. The man used a lantern to *signal* the engineer to stop the train.

**sil'ly** (sĭl'y) 72. Foolish. The clowns smiled in a *silly* way.

**sim'ple** (sĭm'p'l) 40. The furniture in the cottage was *simple* but comfortable. The problem we had to do was a *simple* one.

**\*six'teenth'** (sĭks'tēnth').

Next after fifteenth. The *sixteenth* day is at the middle of the month.

**skil'let** (skĭl'ēt) 18. A frying pan. We took a *skillet* with us when we went camping.

**skirt** (skürt) 16. Kay wore her new sweater and *skirt* to school today.

**\*slammed** (slämd). Closed with a bang. She *slammed* the door and woke up the baby.

**sleeves** (slēvz) 68. The *sleeves* of Clara's dress are too long.

**\*slice** (slīs). 1. Mother asked me to *slice* the bread. 2. May I have another *slice* of cake?

**\*slick** (slĭk). Smooth. The horse's coat looked *slick*.

**slip'per y** (slĭp'ēr ĭ) 12. We had to walk slowly because the streets were *slippery*.

**\*slo'wer** (slō'ēr). Not so fast. Walking is *slower* than riding.

**small'pox'** (smôl'pöks') 74. A serious disease that often leaves marks on the body. There are few cases of *smallpox* in this country now.

**smile** (smil) 62. 1. He looked up to *smile* his thanks. 2. It was a pleasure to see Julia's *smile* when she learned she had won first prize.

û, use; ŭ, us; ũ, turn; ũ, unite; oo, shoot; oo, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## SMOOTH

**smooth** (smōōth) 56. 1. The *smooth* water was like a mirror. 2. The little old lady tried to *smooth* her apron with her hands.

**soil** (soil) 12. 1. Earth. It is a good farming region because the *soil* is rich. 2. Get dirty. Sue did not want to *soil* her dress before she went out with Mother.

**some' day'** (sūm'dā') 42. On some future day. I hope that *some day* I shall have time to read this book.

**\*soup** (sōop). Hot liquid food. The *soup* we had for lunch was delicious.

**sour** (sour) 56. 1. Vinegar is *sour*. 2. The cream became *sour*.

**space** (spās) 40. 1. There is plenty of *space* in the corner for the new table. 2. *Space* out the tomato plants when you put them in the garden.

**spade** (spād) 32. 1. Shovel. We shall need a *spade* to dig a hole for the new bush. 2. When do you think you will have time to *spade* up the flower garden?

**\*spark** (spārk). A *spark* from the fireplace flew out into the room.

**speed** (spēd) 40. 1. Swiftmess. The automobile was traveling at great *speed*. 2. Travel

## SQUEEZE

swiftly. Watch the horses *speed* around the track.

**spoil** (spoil) 58. 1. I do not want to *spoil* the story by telling you how it ends. 2. The fruit will *spoil* if it is not kept in a cool place.

**\*spools** (spōōlz). Mother has *spools* of thread of many different colours.

**spoon** (spōon) 20. We put a knife, a fork, and a *spoon* at each place at the table.

**sport** (spōrt) 72. 1. Game. The *sport* I like best of all is football. 2. Fun. It was great *sport* to go sleighing.

**\*spray** (sprā). 1. The men are going to *spray* the trees to get rid of the insects. 2. Mother is going to wear a *spray* of flowers when she attends the wedding.

**\*sprin'kle** (sprīng'k'l). 1. Some people think it is best to *sprinkle* the flowers in the evening. 2. Mother is going to *sprinkle* pepper on the salad.

**squares** (skwārz) 56. 1. The children marked off *squares* on the playground for their game. 2. In the city there are several pleasant *squares* where people may sit out-of-doors.

**\*squeeze** (skwēz). 1. Try to *squeeze* through the crowd

ā, ate; ä, at; ä, are; â, care; á, glass; ē, we; ě, met; ē, baker; ě, begin; ī, ice; I, is; ō, old; ō, not; ō, obey; ô, or; ô, soft;

## STAGE

to get nearer the speakers.  
2. Next we must *squeeze* the lemons. 3. The baby gave the rubber doll a *squeeze*.

\***stage** (stāj). 1. The principal talked to us from the *stage*. 2. We plan to *stage* a play about the war. 3. Bab has reached the *stage* where she is learning to write her name.

**stakes** (stāks) 78. We tied all the tomato plants to *stakes*.

**state'ment** (stāt'měnt) 26.

1. The mayor made a *state-ment* about the work of the schools during the past year. 2. Father receives a *state-ment* from the bank every month.

**steal** (stēl) 42. Take something that one should not take. If you do not put that money in a safe place, perhaps someone will *steal* it.

**steam** (stēm) 66. Some ships are run by *steam*. We heat our house with *steam*.

\***steers** (stērz). 1. Male cattle raised for beef. The *steers* are ready to go to market. 2. Guides. The driver *steers* the automobile.

**stir** (stūr) 18. 1. *Stir* the sugar in your coffee. 2. There was no wind; I could not see a leaf *stir*.

\***stitch** (stīch). 1. *Stitch* these

## STRIPS

two parts of the skirt together. 2. The doctor put a *stitch* in my finger when I cut it.

**stoop** (stōop) 18. 1. Never *stoop* to cheating! 2. Please *stoop* down and pick up the paper for me. 3. We sat on the *stoop* to rest.

\***stran'ger** (strān'jēr). 1. One unknown. The dog barked at the *stranger*. 2. More unusual. I could not imagine a *stranger* story.

**strap** (strāp) 60. 1. *Strap* your books together to carry them. 2. I bought a leather *strap* for my watch.

\***stretch** (strēch). 1. *Stretch* your hands up high. 2. *Stretch* the rubber band to put it around all the papers. 3. We came to a rough *stretch* in the road.

\***strike** (stri:k). 1. Did lightning *strike* that tree? 2. Don't *strike* a match unless you really plan to use it. 3. I heard the clock *strike* four. 4. The baby did not mean to *strike* you.

**strips** (strīps) 70. 1. Grandmother tore *strips* of cloth for the rag rug. 2. There are *strips* of barren land along the coast. 3. The boy *strips* the leaves from the branches.



## STRUCK

**\*struck** (strŭk). Did strike.  
1. The ball *struck* the side of the house. 2. We could hear the clock in the tower when it *struck* the hour. 3. Clare's little story *struck* us as funny.

**\*stud'ies** (stŭd'ĭz). The boy *studies* his lessons right after supper.

**stunts** (stŭnts) 38. 1. Tricks. The clowns in the circus did funny *stunts*. 2. Stops the growth of. Cold weather all year *stunts* the trees.

**style** (stil) 24. 1. Do you like the *style* of my new dress? 2. She writes in an interesting *style*.

**sub tract'ing** (sŭb trăk'tĭng) 36. Taking away. *Subtracting* ten from fifteen was not hard for the boy.

**sub'tra hend'** (sŭb'tră hĕnd') 36. The number to be taken from another. The *subtrahend* is 5 in this example: 16 - 5.

**suc cess'** (sŭk sĕs') 62. You will have to work hard if you wish to have *success* as a doctor. The fair to raise money for the blind was a big *success*.

**\*suck** (sŭk). That piece of candy will last a long time if you *suck* it.

**\*Sun.** Short form for *Sunday*.  
**sun'shine'** (sŭn'shĭn') 78.

## TABLESPOONS

We were glad to see the *sunshine* after three rainy days.

**sur round'ed** (sŭ round'ĕd) 34. An island is *surrounded* by water.

**sweep** (swĕp) 30. 1. Today we must *sweep* the floor and dust. 2. As we looked from the window we could see a great *sweep* of mountains.

**swept** (swĕpt) 74. 1. Before we start the furnace fire, we must have the chimney *swept*. 2. A strong wind nearly *swept* me off my feet. 3. The disease *swept* over the country.

**swift** (swĭft) 12. Fast. There is a *swift* current in that river.

**swift'ly** (swĭft'lĭ) 80. Quickly. The airplane rose *swiftly* from the ground.

**switch** (swĭch) 60. 1. He turned on the electric *switch*. 2. Our train stopped so we could *switch* to the next track. With a *switch* of his tail, the dog knocked over the lamp.

## T

**ta'ble spoons'** (tă'b'l spōonz') 56. Large spoons, used for serving or for measuring.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or; ō, soft;



## TABLETS

These silver *tablespoons* should be polished.

**tab'lets** (tăb'lěts) **80.** 1. The artist bought two *tablets* of drawing paper. 2. The names on the metal *tablets* are the names of soldiers who died in the war. 3. The medicine was made up in little white *tablets*.

**tacks** (tăks) **42.** 1. Small, sharp nails. I put some *tacks* in the rug so that it would not slide around. 2. Fastens with small nails. Mother usually *tacks* a border on the shelf.

**\*tad'poles'** (tăd'pōlz'). Young frogs when they look quite different from full-grown frogs. *Tadpoles* have tails, but full-grown frogs do not.

**\*taffy** (tăf'ī). A hard, sticky candy. Mother says we may make some *taffy* this afternoon.

**tame** (tām) **12.** 1. Gentle. Not wild. Dogs are *tame* animals. 2. Make gentle. It isn't easy to *tame* a tiger.

**\*tan** (tăn). Light brown. 1. The sunshine at the beach made us all *tan*. 2. Soak in a special liquid. The men will have to *tan* those hides before they can be used for leather.

## THIRTEENTH

**\*tax'i cabs'** (tăk'sī kăbz').

Automobiles that may be hired for short rides. On rainy days the men who drive *taxicabs* are very busy.

**tea'cups'** (tē'kŭps') **20.** Cups from which tea is drunk. Mother is very careful of her best china *teacups*.

**teased** (tēzd) **60.** Made one unhappy in little ways, often in fun. Lee *teased* the kitten.

**tea'spoon'** (tē'spōon') **20.** Small spoon. Take your *teaspoon* out of the cup after you stir the tea.

**tel'e gram** (těl'ē grăm) **76.** A message sent over a wire by electricity. Father sent us a *telegram* to tell us on which train he would arrive home.

**tem'ples** (tēm'p'lz) **70.** 1. Places of worship. Some beautiful Greek *temples* were built thousands of years ago. 2. The hair at his *temples* had turned gray.

**texts** (tĕksts) **50.** Books prepared for use in schools. We have some new geography *texts*.

**\*thirst'y** (thŭrs'tī). Needing a drink. The walk in the hot sun made me very *thirsty*.

**\*thir'teenth'** (thŭr'tēnth'). Next after twelfth. Mother

## THIRTY

## TORN

said she would be home the *thirteenth* of May.

**thir'ty** (thûr'ti) 22. Three times ten. There are *thirty* days in April, June, September, and November.

**thrift** (thrîft) 54. Saving. Careful spending. By *thrift* Mrs. Scott saved enough to put her son through college.

**thrown** (thrôn) 60. The stone he had *thrown* into the water made bigger and bigger circles.

**thumb** (thŭm) 68. 1. The short, thick finger on each hand. We hold the pencil between the *thumb* and first finger. 2. The part of a glove or mitten into which the short, thick finger of each hand goes. There is a hole in the *thumb* of this old glove.

**Thurs.** 72. Short form for *Thursday*.

**\*tick'et** (tik'ët). A piece of cardboard or paper showing that one has the right to do something. I have my railroad *ticket* for the trip. Each *ticket* for the play cost a quarter.

**tight** (tit) 58. 1. Fitting closely. These shoes are *tight* and hurt my feet. 2. Packed closely. The pickles were *tight* in the bottle.

**tim'ber** (tîm'bēr) 18. 1. Standing trees, ready for cutting. There are thousands of acres of *timber* in this forest. 2. A piece of wood already shaped for use in building. A *timber* stretched across the fireplace.

**tires** (tîrz) 76. 1. Father is going to put the *tires* on different wheels so that they will last longer. 2. It *tires* Grandmother to walk far.

**\*ti'tle** (ti't'l). Name. What is the *title* of this story?

**\*toast** (tōst). 1. Maud likes butter on her *toast*. 2. We are going to *toast* the bread for breakfast.

**\*to bac'co** (tō bāk'ō). A plant, the leaves of which are used for smoking or chewing. The hail has cut the leaves of the *tobacco* plants.

**toi'let** (toi'lēt) 70. Having to do with getting cleaned and dressed. Combs and brushes are *toilet* articles.

**\*ton'sil li'tis** (tôn'si li'tis). Disease of the tonsils. When I had *tonsillitis* my throat was so sore I could hardly eat.

**\*torn** (törn). 1. She had *torn* her dress on the nail in the fence. 2. Soon that old house will be *torn* down.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice;  
i, is; ō, old; ō, not; ô, obey; ô, or; ô, soft;

**\*touch** (tŭch). 1. Sue didn't *touch* the book because her hands were dirty. 2. I will write to you often so we can keep in *touch* with each other.

**tough** (tŭf) 66. The butcher had sent a *tough* piece of meat. We found it a *tough* job to build a log cabin.

**tow'el** (tou'el) 16. Dry your hands on the clean *towel*.

**trash** (trăsh) 64. Useless stuff. You shouldn't throw *trash* in the street.

**treat** (trēt) 18. 1. Behave toward. The men at the circus *treat* all the animals well. 2. A gift of something good to eat or drink or pleasant to do. For my birthday *treat* we had ice cream and cake.

**treat'ment** (trēt'ment) 70. 1. Care. The people who lost their homes in the flood received kind *treatment* from their neighbours. 2. Method of preparation or care. A doctor discovered a new *treatment* for colds.

**\*tri'an'gle** (tri'ăn'g'l). A flat figure with three sides. There is a musical instrument that is called a *triangle*.

**\*trim** (trĭm). 1. Shape by cutting. It was my job to *trim* the bushes. 2. Neat.

Aunt Margaret looked very smart and *trim*.

**\*trimmed** (trĭmd). 1. Decorated. My dress is *trimmed* with two blue bows. The Christmas tree was soon set up and *trimmed*. 2. Shaped by cutting. Bruce is going down to the barber's to get his hair *trimmed*.

**\*trum'pets** (trŭm'pĕts). Musical instruments that are horns. The music of the *trumpets* was very loud.

**tube** (tŭb) 76. 1. Please buy a *tube* of tooth paste. 2. I think the radio would sound better if it had a new *tube*. 3. Father bought a new rubber *tube* for one of the tires. 4. In the science class the teacher first filled a glass *tube* with water and heated it.

**twen'ties** (twĕn'tĭz) 36. The numbers from twenty through twenty-nine. A number in the *twenties* is a two-place number.

**\*twen'ty-five'** (twĕn'tĭ fiv'). Twenty and five. A quarter of a dollar is *twenty-five* cents.

**twen'ty-one'** (twĕn'tĭ wŭn') 36. The number after twenty. Now that my brother is *twenty-one* years old he can vote.

## TWINE

**twine** (twīn) 64. 1. Strong cord. We tied the package with *twine*. 2. Twist around or together. The climbing beans *twine* around the poles.

## U

\***um'pire** (ŭm'pīr). A person who decides whether the rules of a game have been broken. The *umpire* said there had been a foul.

**un a'ble** (ŭn ā'b'l) 64. Finding it not possible. I have been *unable* to leave the house because of illness. We are *unable* to get any more chairs into the room.

\***un'derneath'** (ŭn'dēr nēth'). Beneath. The pencil rolled *underneath* the desk.

**un'der stood'** (ŭn'dēr stōd') 60. Knew what something meant. The boy came from abroad and *understood* only a little English.

**un'expect'ed** (ŭn'ĕkspek'tēd) 22. The arrival of Uncle George and Aunt Ruth was an *unexpected* pleasure.

**un hap'py** (ŭn hăp'ī) 76. Sad. Charles was *unhappy* because he had lost his dog.

**un'ion** (ŭn'yŭn) 44. Joining for a common purpose. Our country is a *union* of ten provinces.

## VANILLA

**u'nit** (ū'nīt) 50. 1. An inch is a *unit* of length. 2. We have completed the *unit* on the western provinces.

**u nit'ed** (ū nīt'ēd) 47. Joined together for a common purpose. The people *united* in raising the needed money.

**un known'** (ŭn nŏn') 24. Not known. Not familiar. The region around the South Pole is *unknown* to most of us.

\***un less'** (ŭn lēs'). If not. We cannot use our sleds *unless* there is snow.

**un load'ing** (ŭn lōd'īng) 66. Removing. The men were *unloading* bananas from the ship.

\***up set'** (ŭp sēt'). 1. Be careful not to *upset* the small table. 2. We were *upset* when he didn't arrive on time.

## V

**va'cant** (vā'kānt) 32. Empty. The family is gone, and the house is *vacant*.

**va nil'la** (vā nīl'ā) 56. 1. A sweet flavouring obtained from the bean of a plant that grows in warm countries. Mother added *vanilla* to the cake she baked. 2. Flavoured with vanilla. Do you like *vanilla* ice cream?

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ō, or; ō, soft;

## VARIOUS

**var'i ous** (vâr'ĩ ũs) 74. Different. We saw *various* animals in the cages.

**var'nish** (vâr'nĩsh) 28. 1. A liquid coating applied like paint to protect a surface. Be careful not to knock over the can of *varnish*. 2. We ought to *varnish* the floor again.

**verb** (vûrb) 42. A word that shows action or being. "Walk" is a *verb* of action. "Am" is a *verb* of being. "Seem" is also a *verb* of being.

**view** (vũ) 66. 1. We went to the top of the mountain to see the *view*. 2. We got out of the car to *view* the scene. 3. A few small oaks were the only trees in *view*.

**vin'e gar** (vĩn'ê gēr) 30. A sour liquid. Put *vinegar* in the salad dressing.

**\*vines** (vĩnz). Climbing plants. *Vines* cover one side of our garage.

**vis'i tors** (vĩz'ĩ tērz) 64. Guests. Many *visitors* come to see our school.

**\*vol ca'noes** (võl kã'nōz). Mountains that send out steam, smoke, and hot rock. *Volcanoes* sometimes destroy whole cities.

**vol'ley ball'** (võl'ĩ bôl') 72. A game in which two teams

## WEAVING

toss a large ball across a net. In *volleyball* there are usually six people on a team.

**vote** (võt) 34. 1. Did your father *vote* or the town officers at the last election? 2. When we were choosing a class president, each one in the class put his *vote* in the box.

**voy'age** (voi'ij) 66. A journey by water. Years ago a *voyage* across the ocean was made in a sailing vessel.

## W

**\*waist** (wāst). The water in the pool was up to my *waist*. Sally measures twenty-six inches around the *waist*.

**wa'ter mel'on** (wô'tēr mēl' ũn) 56. A large fruit with a hard covering. We each had a slice of *watermelon*.

**\*waves** (wāvz). We had fun jumping through the ocean *waves*.

**wax** (wāks) 80. 1. Bees use *wax* for their honeycombs. 2. Mother is going to *wax* the furniture today.

**\*weak** (wēk). Not strong. 1. She felt *weak* for a few days after she had been ill. 2. He wore glasses because his eyes were *weak*.

**weav'ing** (wēv'ing) 42. The

people in that factory are *weaving* cloth.

**wel'fare'** (wĕl'fâr') 32.

Health and happiness. Parents take care of their children's *welfare*.

**what ev'er** (hwŏt ĕv'ēr) 82.

*Whatever* you do you should do as well as you can. They had no food *whatever*.

**what's** (hwŏts) 78. Contraction for *what is*.

**\*whip** (hwĭp). 1. With the crack of the *whip* the team of horses was off. 2. I never saw the man *whip* his dog.

**who ev'er** (hŏō ĕv'ēr) 82.

*Whatever* person. *Whoever* goes out in this rain will get wet.

**width** (wĭdth) 40. Distance from side to side. The room is ten feet in *width*.

**wind'y** (wĭn'dĭ) 68. With much wind. It was a cold and *windy* day.

**wipe** (wĭp) 30. Rub to make dry. I told Mother I would *wipe* the dishes.

**wolves** (wŏŏlvz) 54. Wild animals somewhat like dogs. The shepherd tried to protect his sheep from *wolves*.

**wooll'en** (wŏŏl'ēn) 82. Made from the hair of sheep or some other animals. I wear a *woollen* cap in winter.

**\*worse** (wŭrs). The storm grew *worse*. My cold seems

to be *worse* today.

**wor'ship** (wŭr'shĭp) 38. 1.

Give honour and respect to. We go to church to *worship* God. 2. Honouring of God. Freedom of *worship* is allowed in this country.

**worth** (wŭrth) 62. 1. Most important facts are *worth* remembering. 2. How much is the skin of a squirrel *worth*? 3. Millions of dollars' *worth* of goods are sold abroad each year.

**wound** (wound) 58. Did wind. Father *wound* the clock once a week. Mother *wound* the yarn before she started to knit.

**wound** (wŏond) 58. 1. Injury. The *wound* in my hand was caused by a nail. 2. Injury. I did not think that little knife would *wound* him.

**wrap** (răp) 30. 1. Did you use coloured paper and some ribbon to *wrap* the birthday present? 2. *Wrap* the scarf around your neck. 3. She put her *wrap* on because she felt chilly.

## Z

**ze'ro** (zēr'ŏ) 36. A figure (0) that stands for nothing. The Romans did not use a *zero* in their numbers.

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ĕ, met; ē, baker; ĕ, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or; ō, soft; ū, use; ū, us; ŭ, turn; ŭ, unite; ŏō, shoot; ŏō, foot; ou, about; oi, oil; tŭ, nature; th, then; th, thin; zh, garage.

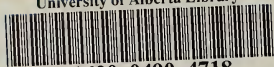




[illegible]



University of Alberta Library



0 1620 0490 4718